

Stepney Greencoat Church of England Primary School



School Accessibility Action Plan

Review Date: November 2016

Next Review Date: November 2019

Name of Organisation	Stepney Greencoat Primary School
Plan Review Date	November 2016
Date of Next Review	November 2019
Who Reviewed the Plan	Olga Browne

Stepney Greencoat's Accessibility Action Plan

3-year period covered by the plan: November 2016 – November 2019.

The staff and governors at Stepney Greencoat are aware of their responsibilities under the Disability Equality Act 2010. The act states that it is against the law for a school or other education provider to treat disabled students unfavourably.

This includes:

- 'direct discrimination' – e.g. refusing admission to a student because of disability
- 'indirect discrimination' – e.g. only providing application forms in one format that may not be accessible
- 'discrimination arising from a disability' – e.g. a disabled pupil is prevented from going outside at break time because it takes too long to get there
- 'harassment' – e.g. a teacher shouts at a disabled student for not paying attention when the student's disability stops them from easily concentrating
- victimisation – e.g. suspending a disabled student because they've complained about harassment.

Reasonable Adjustments

An education provider has a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. These changes could include:

- changes to physical features - for example, creating a ramp so that students can enter a classroom
- providing extra support and aids (such as specialist teachers or equipment)

Special Educational Needs (SEN)

All publicly-funded pre-schools, nurseries, state schools and local authorities must try to identify and help assess children with Special Educational Needs. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Below is an action plan showing how the school will address the priorities identified in the plan.

1 The purpose and direction of the school's plan:

The Vision and Values at Stepney Greencoat Primary School:

We are committed to eliminating discrimination, eliminating harassment related to disability, promoting equality of opportunity between the disabled children and other stakeholders in the school i.e. parents/ carers, governors and staff members. We also promote positive attitudes towards disabled people, making reasonable adjustments if necessary. To achieve the above we are committed to acting to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than other people. We are intent on removing any barriers to achieve the above, such as physical barriers or any barriers in procedures or attitudes. Every member of staff has a responsibility to remove barriers to learning for disabled pupils.

2 School Audit:

The Disability Discrimination Act defines a disabled person as someone with a physical or mental impairment which is substantial and long-term (usually at least a year) and has an adverse effect on his or her ability to carry out normal day-to-day activities. In the school's Accessibility Audit completed in November 2016, the building was found to be mostly fully accessible (The school is mostly on one level, has ramps and disabled toilet access and is mostly wheelchair accessible with the exception of two classrooms and a toilet. Activities are moved to more suitable rooms as required to ensure fair access for all). It is our intention to do additional audits in line with current legislation. At Stepney Greencoat we are actively committed to admitting children from the local community. We never knowingly do not admit a child to Stepney Greencoat because they may be disabled. Patterns of attendance are monitored for all children on a weekly basis. Our policies on anti-bullying, school trips, the way risk assessments are carried out, learning and teaching and the administration of medicines apply to both disabled and non-disabled children with reasonable adjustments made for disabled children if necessary.

3 The main priorities in the school's plan:

- ***Increasing the extent to which disabled pupils can participate in the school curriculum.***

We have one area of the curriculum that we focus on each year. This is also documented in the school improvement plan. We draw on the expertise of external partners e.g. Speech and Language specialists, Educational Psychologists and the Educational Psychotherapist. Training for staff includes e.g. managing challenging behaviour, Speech and Language Training... etc. We have high expectations of the children's levels of achievement and behaviour. We are committed to deploying our learning support members of staff as effectively as possible and make effective use of pupil grouping and peer support where necessary/appropriate. Our school accessibility plan is co-ordinated with other services including health agencies particularly in respect of meeting the health needs of all children.

We will have open communications with disabled stakeholders of the school and encourage them to be on the working party to contribute to the evaluation of the plan. One main evidence that will be used in the evaluation of the plan is the progress that the disabled children are making.

- ***Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:***

The accessibility plan which was completed in November 2016 did not reveal any major physical barriers in or around the school.

- ***Improving Communication:***

We aim to provide information in whatever format people need such as large print. We will respond appropriately to individual needs.

4 Making it happen

- ***Management, coordination and implementation:***

The Governing Body takes responsibility for the school's accessibility plan.

- ***How will they set a clear direction for it?***

The Governing Body will report about accessibility in the SEND Report. The children's attainment on entry to Reception will be measured against their attainment on leaving the school. Children on the Special Needs Register who have an aspect of SEND that could significantly impact on their progress will have their progress additionally monitored through a half termly Inclusion Team Meetings. Each child in this case will have an Individual Support Plan which will be discussed and shared with the parents by the class teacher in the first instance with support from the Inclusion Manager.

The Governing Body will report to parents on the school's accessibility plan, particularly referring to the following:

- the arrangements for the admission of disabled children
- the steps taken to prevent disabled children from being treated less favourably than other children
- the facilities provided to assist access to the school and in respect of children with SEND

The evaluation of the schools accessibility plan needs to address two main questions.

Have we done what we said we would do? Has it had any effect?

The governing body will report to parents on the school's accessibility plan and it will be linked to other reporting requirements as detailed above in respect of disabled children.

5 Getting hold of the school's plan:

The school makes its accessibility plan available in the following ways:

- It is available in the same way as the other school policies in the policy folder kept in the school office which is available to anyone to read or a copy can be made available within 48 hours.
- It will also be available to read or download on Stepney Greencoat's school website.
- If any stakeholder needs the plan available in a different format a member of the school's Senior Leadership Team can make this available to them within 48 hours.