

Christ Church New Malden Primary School Accessibility Plan

3-year period covered by the plan: September 2015- August 2018

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- ❑ not to treat disabled pupils less favourably for a reason related to their disability;
- ❑ to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- ❑ to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- ❑ increasing the extent to which disabled pupils can participate in the school curriculum;
- ❑ improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- ❑ improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.



Background information

Christ Church New Malden Primary School is a two form entry school with 472 children currently on roll. Of these, 14 children have identified disabilities including Autistic Spectrum Disorder, Dyspraxia and Language difficulties. 4 children have a Statement of Special Educational Need and provision is adapted when necessary to enable them to participate fully in school life.

One pupil and one member of staff have diabetes, two pupils are Hearing Impaired.

We will continue to audit the profile of our school population to ensure that we fully identify and include those with disabilities. With other primary schools in our local cluster, we will agree a mechanism by which staff can disclose a disability without disclosing their identity, in order that we can ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

We are mindful of the adults in our school community. We have 1 child in Year 3 whose mother is physically disabled and we are committed to improving access for them and others who may have similar needs in the future.

Priorities

The school has three areas for development

1. Curriculum
2. Environment
3. Communication

These are set out in more detail in the following tables.

Lead Responsibilities

Head teacher: Tabitha White

Inclusion Manager: Izzy Rickards



Access to the plan

The governors will share this plan with our community via the school's website

Curriculum

Target	Action	Resources	Time scale	Outcomes
Greater participation in the school curriculum	Further training of staff in supporting children with ASD.	SEN budget	By January 2017	Children with ASD are fully supported and as such are fully integrated into the life at school, and make sustained progress.
Resources, Policies and Schemes of Work meet the needs of children with disabilities	Subject co-ordinators and Inclusion Co-ordinator check these documents for disability awareness and seek advice as necessary	Allocated time	During the review cycle and by June 2017	All policies and Schemes of Work provide for children on roll with disabilities, as far as possible.
Disabled pupils are specifically supported at lunchtime	Daily Lunch Club at KS2. Lunch Club at Infants twice a week. 1:1 support if needed	School budget	Ongoing	Disabled pupils are less anxious and calmer and learn social interaction and play skills
All school visits are fully risk assessed to ensure that children with disabilities are fully included.	Risk assessments completed by relevant staff early, and due consideration is given to transport requirements to ensure that disabled pupils can access the visit.	Class teachers Office staff	As appropriate	Children with disabilities are fully included in all school visits.



Environment

Target	Action	Resources	Time Scale	Outcomes
To ensure that there is an easily accessible disabled toilet within easy access at both sites.	Disabled toilet at the Infants to be relocated to ensure easy access for all users.		September 2015	All disabled users will have easy access to facilities.
All future building projects to include disabled access according to current regulations.	Plans for conservatory at the Infants to include disabled access. Plans for the redevelopment of the Infant playground to take into account the needs of disabled pupils.	Better Build/PTA	December 2015 September 2017	All disabled users will have access to the proposed conservatory and redesigned play area at the Infants.

Communication

Targets	Action	Resources	Timescale	Outcomes
School to be informed of services available for visually and hearing impaired children and children with other disabilities	Inclusion Co-ordinator to consult Disabled Children's Service as required		When necessary	School will have necessary knowledge to support children with these needs if necessary
School to ensure it is equipped to support children with hearing impairments.	Teachers to liaise with the teacher of the deaf to gain access to suitable resources (e.g. microphone)	Seek funding from LA and or 'Schools Access Initiative'	When necessary	School will have necessary knowledge to support children with these needs; resources will be in place

Tabitha White Headteacher : _____

Izzy Rickards Inclusion manager: _____

Review date: August 2018

