



St. Martin's CE Primary School

Rowan Road, West Drayton, UB7 7UF

Executive Headteacher: Mr C Cole

Head of School: Mrs J Tighe

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 students, under Part 4 of the DDA:

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

At St Martin's Primary School we have a general duty to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination;
- eliminate harassment related to a disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to take account of disabled people's disabilities even where

that involves treating disabled people more favourably than other people.

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.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) as:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

*The School is part of the LDBS Frays Academy Trust, which is a charitable company limited by guarantee registered in England and Wales (Company No: 8335073)
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Key Objective

To reduce and eliminate barriers to access to the curriculum and so lead to a full participation in the school community for students, prospective students, staff and visitors with a disability

Our Aims

The school plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The main priorities in the school's plan will be in the following areas:

- Increasing the extent to which disabled students can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the delivery of information to disabled students, staff, parents and visitors of information that is provided in writing for students and adults who are not disabled.

Action Plan

Attached are three audits of current provision relating to these three key areas of accessibility that are highlighted above. Note that these plans also have an action required section with future planned action detailed.

The future planned action work will be overseen and co-ordinated by the Governing Body and by the Head of School.

The plan will be made available on request.

Evaluation of the progress of the plan will be made by the Governing Body, through an annual report by the Finance and Resources sub-committee.

This plan will also be shared with staff on an on-going basis, through DB Primary.



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AUDIT OF CURRENT PROVISION & ACTION REQUIRED

1. Curriculum Access

Statement	Evidence	Action Required/When?
Teachers and LSAs have necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice where necessary.	INSET records for individual and whole school training; External Agency written reports and advice.	Regular SEN Staff Meetings updating advice re knowledge of learning styles. <i>Termly.</i> On-going CPD
Appointment of LSA to work closely with physically disabled pupils.		<i>As need arises</i>
Pupils with emotional, social and behavioural difficulties are supported in school.	Learning Mentor provides 1:1 and group support.	
Classrooms are optimally organised for disabled pupils	Classroom space is large and staff consider the best arrangement of furniture to improve accessibility & to accommodate necessary equipment.	Consider Year Group classroom changes to best meet the needs of disabled pupils. <i>As need arises</i>
Lessons provide opportunities for all pupils to achieve, i.e. are differentiated and include work to be completed by individuals, pairs, small groups and the whole class as appropriate and are supported by LSAs. Buddying systems are in place with KS2 classes supporting reading in KS1.	Lesson observation records. Lesson Plans IEPs	Continue to implement personalised learning when appropriate. <i>Continuous</i>
All pupils are encouraged to take part in music, drama and physical activities.	Full inclusion, extra-curricular clubs, church visits, concerts, performances etc.	To extend performing arts in the school.
Staff recognise and plan for the additional time and effort needed by some disabled pupils, slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with	All staff aware of needs & detailed in planning/IEPs Appropriate applications can be made	

physical disabilities.	for SATs – readers/scribes/extra time can be applied for.	
All staff plan for additional time required by some disabled pupils to use equipment.	See lesson planning	
Disabled pupils who cannot participate in particular activities are given alternative experiences, e.g. some forms of exercises in PE/sport	Specialist equipment – walker / wheelchair	<i>As needs arise</i>
ICT equipment is provided for & has been fitted with additional software/hardware to allow access for disabled pupils.	audio support for hearing impaired; enlarged keyboards etc	
School visits are accessible to all pupils, regardless of attainment or impairment.	See Educational Visits policy – consultations with parents as appropriate. ALL risk assessments include info re. Disabled pupils. H&S policy	<i>As needs arise</i>
All staff have high expectations for all pupils	Lesson Observations, tracking & target setting in place.	
All staff strive to remove barriers to learning and participation & value pupil voice.	Lesson observations, IEP Reviews,	Continuing CPD

AUDIT OF CURRENT PROVISION & ACTION REQUIRED

1. Physical Access

Statement	Evidence	Action Required/When?
The layout of areas such as classrooms, halls, dining hall, reception, playground & field allows access for all pupils. Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs, and steps.	There are double doors or doors wide enough to accommodate a wheelchair. All KS1 classrooms are on one level. KS2 classrooms are on two levels without a lift; years groups are not static, could move floors if necessary. Entrance way to both buildings are wheelchair accessible.	<i>As needs arise</i>
Disabled Toilet facilities have sufficient room to accommodate a changing bed & toileting chair.	Installation of fully equipped disabled toilets.	
Pathways around school are safe and well – signed.	Pathways are clear; gates are wide enough to accommodate wheelchairs.	Wheelchair users are able to access buzzers for assistance.
Parking arrangements for all are logical and safe.		Planned to have disabled bays marked over the summer – we have spaces that we reserve for parents with a blue badge.
Emergency and evacuation systems INFORM ALL pupils.	Auditory Alarms. Hearing impaired/disabled children escorted off premises by designated adult.	Testing of alarms on a half-termly basis
Signs are uncomplicated, and unambiguous.	See signage around school.	

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School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.	Classrooms are painted in neutral colours.	<i>As needs arise</i> There is a program of decoration in place
All areas are well lit	Audited by H&S	
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	Hearing impaired child wears hearing aids attached to a microphone.	Advise for best 'sound proofing' has been sought from LDBS architect consultant. Purchase ear defenders for pupils who may need them.
Furniture and equipment selected, adjusted and located appropriately, e.g low level sinks, provision of wheelchair with adjustable height, tray tables fitted to wheelchair, stand, writing slope, wedge support etc	Appropriate furniture/accessories on loan from Occupational Therapy as appropriate.	<i>As needs arise</i> There is a plan of refurbishment, over the next five years, in place.

AUDIT OF CURRENT PROVISION & ACTION REQUIRED

1. Access to Information

Statement	Evidence	Action Required / When?
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g, positioning when talking to a hearing impaired learner, need for simple language and visual prompts for those with learning difficulties.	External advice given by specialists. Lesson observations.	Staff Meetings to discuss <i>when needs arise</i> and <i>on-going</i> CPD
The school will liaise with external support services and agencies or invest in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.		<i>As appropriate as and when requested.</i>
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, e.g, by reading aloud, using overhead projectors/PowerPoint presentations etc	- IWB used in every class & Visualisers used for close up demonstration work (i.e needle work, sketching etc) & for enlarging texts. - All staff read aloud & for parents who cannot read, information can be read to them.	

	<ul style="list-style-type: none">- Separate report can be requested to be sent if a parent does not live at same address- PowerPoint Presentations used at workshops and parents' meetings.- Website updated regularly & weekly news letter sent to all parents.	
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