

# Ellenbrook Community Primary School Accessibility Plan Statement 2014-2018



## Contents:

Ellenbrook Community Primary School Inclusion Vision	2
We asked our pupils about 'Inclusion'	2
Accessibility Plan Statement 2014 – 2018	3
Our school	5
Access to Curriculum	6
Access to Environment	6
• Cognition and Learning	7
• Communication and Interaction	7
• Behaviour, Emotional and Social development	8
• Sensory/Physical	8
• Buildings	9
• Admissions	9
Engagement with children and young people, parents/carers and partners	10
Access to Information	10
Footnotes	12

# Ellenbrook Community Primary School

## - Our Inclusion Vision...

Ellenbrook Community Primary School is built to be physically barrier-free. Improvements to the learning environment, carried out since the school opened in 1996, have attempted to build upon the good initial design; for example in the building of the Foundation Stage Garden/Play Area. All current and future premises improvements will seek to ensure that the school develops as an even more inclusive school.

The school's Mission Statement, "A school where every child can achieve success"; is a declaration of its inclusive ethos. The Mission Statement was developed in close collaboration between the staff and Governors before the school opened its doors and has been the guiding principle in all aspects of the school's development over the intervening years.

The school strives to ensure equality of admissions by working in close partnership with the LEA Admission Team. All staff strive to meet the needs of every child who attends the school. Through exploring creative Learning and Teaching the staff seek to develop effective teaching strategies to cater for the different learning styles of different children.

Policies, procedures and practices within the school have been developed to ensure an effective inclusive learning environment for all our children; whatever their particular needs. All curriculum policies take note of inclusion but there are particular policies which are significant; Special Educational Needs, Gifted & Talented, Equal Opportunities, Inclusion.

Our vision is for every pupil in our school to achieve the most successful individual outcomes, educationally, socially, in their personal life, and within their local community, and for their unique needs to be recognised and met as early as possible. Our Accessibility Plan intends to achieve this vision by empowering these children and young people to achieve all that they can.

We aim to provide a welcoming, secure, and happy school:

- Where our children are inspired to learn
- Where achievement is built on the individual talents of each child
- Where creative thinking, endeavour and enterprise are nurtured
- Where academic standards are raised
- Where children are equipped with the skills to succeed in an ever changing world
- Where all children, staff, parents and governors work together towards the success of all the children
- Where everyone understands the value of respect
- Where the local community are welcomed
- Where, through all the Arts, the cultural diversity of the modern world is celebrated
- Where the environment and global issues are valued
- Where everyone puts children first

At Ellenbrook we have always valued the special relationship that exists between parents and the School. We believe that our parents, carers and school should work together to provide the best and most accessible opportunities for our pupils, and we will do all we can to ensure that any barriers to learning and participation that can hinder or exclude are removed.

We will ensure that we:

- Develop our school culture, policies and practice in order to include all our pupils
- Access the right training and ongoing professional development to enable our continued focus on the process of further developing inclusion
- Found our inclusive approach on respect for difference and a commitment to building relationships that benefit every child and young person
- Offer all our pupils excellence, choice, flexible and appropriate support, and support and facilitate the inclusion of their views.

**We asked our pupils and their parents/carers about 'Inclusion' and here are some of our responses...'**

*What does Inclusion mean to you?*

*What examples of being included can you think of?*

*Feeling included at school means....*

Feeling included in our community means...

What does Inclusion mean to you?

Welcoming and respecting the diversity of individuals. Being treated equally and inclusively regardless of race, gender, language, religion, disability or any other need.

Feeling included at school means....?

Being offered the same opportunities, promoting equality and respect, allowing the child to feel valued, safe and secure.

Feeling included in our community means....?

Feeling welcomed and respected. Feeling encouraged to be involved. All community members should feel that every voice is valuable and every person has something different to contribute. Each person is as important as the next.

What should school promise to do for our families?

Encourage interaction. Hold events and gatherings to enable the community to come together incorporating the diversity of our community. Ensure the school always feels inviting and accessible to all. Support families by providing a barrier

Formatted: Font: Not Italic

Formatted: Font: (Default) Arial, 12

[free learning environment. Guide parents towards support from outside agencies.](#)

Formatted: Font: (Default) Arial, 12

[What should families promise to do for our school?](#)

[Talk to school about their needs, wishes and feelings. Engage with all available provision. Attend, support, participate and interact with others as much as possible.](#)

Formatted: Font: (Default) Arial, 12

## **Ellenbrook Community Primary School Accessibility Plan Statement 2014-2018<sup>7</sup>**

### **National Background**

Improving access to education and educational achievement for disabled pupils<sup>1</sup> is essential to ensure equality of opportunity, full participation in society, access to employment opportunities and inclusion within mainstream education.

The SEN and Disability Act 2001 amended the Disability Discrimination Act 1995 by introducing new duties on Local Authorities (LA) and Schools in relation to disabled pupils and prospective pupils. From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply. The main duties are not to treat disabled pupils less favourably and to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. Additional provision under the new Equality Act 2010 was introduced in September 2012, and relates to the requirement for schools to provide Auxiliary Aids for disabled pupils subject to the Reasonable Adjustment duty.

The Disability Discrimination Act (2005) introduced the duty to promote disability equality from December 2006. This duty applies to EY settings, schools and LAs. Schools and LAs have a planning duty to prepare and publish accessibility strategies and access plans in order to increase over time the accessibility of school buildings, and access to education and information for disabled pupils. Schools' Accessibility Plans should also consider access to after-school activities and Extended School activities if they are based on their school site.

### **Key National Documents**

Disability Discrimination Act 1995 (DDA)  
<http://www.opsi.gov.uk/acts/acts1995/1995050.htm>

SEN and Disability Act 2001 (SENDA)  
<http://www.opsi.gov.uk/acts/acts2001/20010010.htm>

SEN Green Paper: Support and aspiration: a new approach to special educational needs and disability - A consultation (March 2011)  
<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/CM%208027>

Children and Families Bill 2013  
<http://services.parliament.uk/bills/2012-13/childrenandfamilies.html>

Draft legislation on Reform of provision for children and young people with Special Educational Needs (TSO September 2012)

Removing Barriers to Achievement

<http://webarchive.nationalarchives.gov.uk/20080906003404/http://teachernet.gov.uk/wholeschool/sen/senstrategy/>

Implementing the Disability Discrimination Act in Schools and Early Years Settings

<http://webarchive.nationalarchives.gov.uk/20091204130917/teachernet.gov.uk/wholeschool/disability/disabilityandthedda/ddapart0/>

Reasonable adjustments for Disabled Pupils

<http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance/key-concepts/reasonable-adjustments/>

Equality Act 2010: Guidance on Matters to be taken into account in determining questions relating to the definition of Disability

[http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CC8QFjAA&url=http%3A%2F%2Fwww.equalityhumanrights.com%2Fuploaded\\_files%2Fguidance\\_on\\_matters\\_to\\_be\\_taken\\_into\\_account\\_in\\_determining\\_questions\\_relating\\_to\\_the\\_definition\\_of\\_disability.pdf&ei=cls8Ub21-GP7AahqYGQCQ&usq=AFQjCNFfomnFA6mFhZmERSCa6qGzCVW5Rw&bvm=bv.43287494.d.d2k](http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CC8QFjAA&url=http%3A%2F%2Fwww.equalityhumanrights.com%2Fuploaded_files%2Fguidance_on_matters_to_be_taken_into_account_in_determining_questions_relating_to_the_definition_of_disability.pdf&ei=cls8Ub21-GP7AahqYGQCQ&usq=AFQjCNFfomnFA6mFhZmERSCa6qGzCVW5Rw&bvm=bv.43287494.d.d2k)

Equality Act 2010 (Schedule 10)

<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

## Our School Context

Ellenbrook is a 270 place Community Primary School ~~with~~ including 30 full-time Nursery ~~provision 30 full-time~~ places.

There are strong links with the local community and church that enriches pupils' religious, spiritual, moral and social education. These links contribute a valuable dimension to its community cohesion

This is a slightly above average-sized primary school. The majority of pupils are White British with an increasing number of children from Ethnic backgrounds. A significant minority of pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average. The stability indicator is average, although Y6 2012 had an unusually high turnover. The school exceeds the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

The school has achieved above average SAT results for the last two years and achieved sig+ for V.A in both Key Stages. Ofsted 2011-12 HMI survey inspection programme: Transition from the Early Years to Primary Schools -graded our school as outstanding.

In order to achieve our aims and support our inclusion principles, our school will focus holistically on:

- **Access to Curriculum**
- **Access to Environment**
- **Engagement with children, young people, and their parents/carers**
- **Access to Information**

## Access to Curriculum

In line with the new Teachers' Standards (September 2012), and a quality first teaching approach, Ellenbrook will endeavour to:

- Adapt teaching to respond to the strengths and needs of all pupils
- Know when and how to *differentiate* appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including disabled pupils and those with special educational needs; and be able to use and evaluate distinctive teaching approaches to engage and support them

Formatted: List Paragraph, Indent: Left: 0.63 cm, Bulleted + Level: 1 + Aligned at: 1.27 cm + Indent at: 1. cm

Formatted: Bullets and Numbering

Formatted: Font: (Default) Arial, 11

Formatted: List Paragraph, Indent: Left: 0.63 cm, Bulleted + Level: 1 + Aligned at: 1.27 cm + Indent at: 1. cm

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted: Font: (Default) Arial, 11

Our school/academy will:

- Plan for and teach children with learning needs through a range of proven interventions
- Use a range of inclusive teaching strategies
- Be fully conversant with the range of catch-up programmes
- Take an informed and independent view of the possible literacy and mathematics interventions that are available
- Ensure the effective supported transition of vulnerable children and young people
- Evaluate the outcomes of our current additional provision and the value for money it provides
- Make informed decisions about how best to target available funding in the future
- Recognise and unlock the potential of pupils and develop a strong culture for success
- Enhance the life chances of our most vulnerable children
- Provide effective professional development for staff and governors
- Keep parents and carers informed.

## Access to Environment

Our school is aware that reasonable adjustments may be needed to the classroom and school to create safe spaces, calming areas and workstations for pupils with Autism Spectrum (AS) or Behavioural or Emotional Difficulties. From September 2012 there has also been a new requirement to provide Auxiliary Aids for Disabled pupils subject to the Reasonable Adjustment duty

Our school will ensure we access the best advice and guidance from Children's and Health Services for supporting pupils on the Autism Spectrum.

We will ensure that we engage with support services from health and education who can advise about adaptations to the inside and outside environment for individuals to help include pupils with sensory integration needs.

## **Cognition and Learning**

Our school will:

- **F**ollow LA and Government guidance which relates to children and young people with Special Educational Needs in Salford's Early Years settings, primary, secondary and special schools.
- **P**rovide relevant and appropriate advice and training
- **E**nsure that we comply with guidance for pupils on the autism spectrum.

## **Communication and Interaction**

Our school will:

- **E**nsure that specialist advice and training is sought from the Specialist SEN Service and Educational Psychology Service regarding curriculum access and wider issues, whenever necessary

## **Behaviour, Emotional and Social Development**

Our school will:

- **R**ecognise, act on and uphold Equality Act 2010 legislation, which states that schools are required to ensure disabled children are not treated unfavourably because of a reason arising as a consequence of their disability, and to make adjustments to ensure they can access all the benefits of their education and not be placed at a disadvantage. These protections apply equally to policies on behaviour, including blanket discipline policies which do not take account of disabled children's different needs<sup>iv</sup>.
- **I**nclude the need to look at underlying causes of behaviour and in particular unmet learning needs when developing a school Behaviour Policy. If a child or young person has special educational needs or a disability, policy should include the need to conduct a review of the appropriateness of the provision being made for them
- **C**onsider ways in which we can gain the views of pupils who have difficulties with social and emotional aspects of learning to inform plans for strategies and practice that can enhance their social and emotional well-being and mental health.

## **Sensory /Physical**

### **Physical/Medical**

Our school will ensure that:

- **A** suitable space is available for therapy or medical needs
- **S**chool staff are available to liaise with visiting professionals

- **S**taff attend manual handling training, where manual handling is a component of the support being provided
- **V**enues for educational trips and visits are accessible for pupils with mobility difficulties.

## Visual

Our school will ensure that:

- **G**eneral and room signs are easy to read and at the correct height
- **D**oor handles are of good contrast, and PE equipment such as benches contrast against the floors/walls of gym
- **W**e have systems in place to assist safe travel around the school site e.g. keep corridors clear of lockers, bags and clutter; have one way travel systems in narrow corridors
- **W**e regularly audit the school site for potential trip hazards such as loose drain fittings or curled up carpet edges.

## Hearing

Our school will

- **E**nsure all new building complies with the *Acoustic Design of Schools* guidance (BB93<sup>v-</sup>)
- **C**onsider the acoustic environment and take steps to improve the sound and reverberation levels, by use of carpets, curtains, hush boards, ceiling tiles, close fitting doors etc.

## Buildings

Our school will endeavour to ensure that:

- **R**easonable adjustments are made, including the new requirement to provide Auxiliary Aids for Disabled pupils subject to the Reasonable Adjustment duty<sup>vi</sup>. These adjustments will also take aspects of Health and Safety into account where relevant and appropriate, for example, in relation to issues of buildings' security
- **W**e have an up to date Accessibility Plan that has been agreed by the Governing Body

**Formatted:** Tab stops: 2.12 cm, Li  
tab + Not at 2.6 cm

## Admissions

Our school will not take any action that might discourage the admission of any pupil with a disability.

Local Authority staff will continue to be involved in assisting with issues regarding individual placements.

## Engagement with parents/carers and partners

Our school recognises that our parents and carers have a key partnership role to play in the development of appropriate services that meet the needs and aspirations of our school and the local community.

## Access to Information

Our school recognises that we have a statutory duty to provide Accessible Information to our parents/carers and pupils, and we will strive to meet the most effective levels of communication with all members of our school community.

As part of this, we will:

- **E**xplain the measures that we are taking to promote accessibility to the curriculum and environment in our prospectus
- **P**rovide accessible information for disabled pupils, and their parents/carers, including disabled parents/carers
- **W**here necessary, provide sign language interpretation for parents, or information in alternative formats, e.g. using a specialised computer programme for visually impaired
- **B**e clear about where parents/carers can obtain paper copies of information should parents and carers not have access to the internet.

## Evaluation and Review and Complaints

### *Accessibility plans*

The responsible body of a school in England and Wales must prepare:

- (a) an accessibility plan
- (b) further such plans at such times as may be prescribed.

An accessibility plan is a plan for, over a prescribed period:

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum

(b-) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school

(c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

*The responsible body must keep its accessibility plan under review during the period to which it relates and, if necessary, revise it.*

**Consultation on the ethos, content and intent of this Accessibility Plan Statement has taken place with:**

*Salford L.A, Ellenbrook Primary School Governors, Parents and Teacher*

Signed by Headteacher

Name ..... Signed.....  
Date.....

Signed by Chair of Governors

Name ..... Signed..... Date...

£

---

has a