

Hamp Community Junior School accessibility plan

3-year period covered by the plan : 2007-2010

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.

1. Starting points

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

The school's current Mission Statement is:

At Hamp Community Junior School, we want to enable all children to achieve their full potential. This can only be achieved by providing a challenging, stimulating and secure environment where children have the opportunity to work independently and collaboratively and are given the confidence to learn. We firmly believe that education is a partnership between the school and the home, and we actively encourage parental involvement. Finally, Hamp Community Junior School is committed to an equal opportunity policy and we believe that a full curriculum is an entitlement for all children regardless of their race, gender, disability or social background. This means that we aim to provide all children with the support, motivation and provision they need to succeed in every aspect of school life.

1B: Information from pupil data and school audit

The Disability Discrimination Act defines a disabled person as someone who has

'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

The Disability Rights Commission guidance provides a list of conditions which make inclusion more of a challenge to the individual and the community, which should be considered as disabilities under the DDA.

These include:

- Congenital physical impairments
- Sensory impairments
- Fluctuating medical conditions such as epilepsy, rheumatoid arthritis and muscular dystrophy
- Heart conditions
- Dyslexia, dyspraxia and autistic spectrum disorder
- Learning difficulties (Moderate and severe)
- Mental health conditions and personality disorders
- Impairments resulting from injury to body or brain functions

- Emotional and behavioural difficulties are not listed as a disability unless there is a cause such as ADHD, (which can be diagnosed by a medical or other professional under the DDA 2005.)

The underlying cause of a disability is less important than the effect – a pupil who is partially sighted may not be said to be disabled if the condition has no real effect on his or her day to day activities. However, a child with moderate learning difficulties who cannot read or handle money has a disability.

At Hamp Community Junior School, nearly 50% of pupils have special needs at School Action and above. The largest area of need is social, emotional and behavioural (24.5%). Although in most cases the level of need is a result of socio-economic deprivation leading to a low level of emotional literacy, 1% of these pupils are on medication for ADHD, with up to a further 5% showing symptoms of the condition.

The next largest category is for pupils with Moderate Learning Difficulties (12%), with 0.4% having Severe Learning Difficulties. Up to 8% of pupils have Specific Learning Difficulties (Dyslexia), 1% have Hearing Impairment, 1% have heart conditions, 0.4% have multi-sensory impairment (Sensory Integration Dysfunction), 2.7% have physical difficulties, and 1% have Personality Disorder/ Autistic Spectrum Disorder.

Thus 32% of our pupils may have a disability as defined by the Disability Rights Commission.

Within the constraints of an ageing building, with several “temporary” classrooms where access is by steps, reasonable adjustments are being made to enhance access for pupils with physical disabilities. (See Somerset County Council’s Accessible Building Audit, on SIX).

Adjustments are also made to improve pupils’ access to the curriculum and all aspects of school life. These include providing symbol-supported text for pupils who cannot read, alternative means of recording (for instance mind maps, digital cameras, laptop with predictive text) for pupils who cannot write easily, use of readers and scribes in Science and Maths for pupils with literacy difficulties, coloured overlays for pupils with visual dyslexia, individual distraction-free workstations for pupils with sensory or autistic spectrum disorders, support for inclusion at lunch time for a pupil with a gastrostomy who is being encouraged to take more by mouth, and playtime support for pupils with ADHD.

Since November 2006, the whole school has been using “Success for All”, a structured system for teaching synthetic phonics combined with the teaching of sight vocabulary, applied to the reading of phonetically regulated texts. Many of our pupils with moderate learning difficulties are working in small groups at the appropriate level for their ability, and 83% of pupils working on the “Roots” programme (p7-1a) are making average of above average progress.

Planning for off-site education includes adjustments for pupils with disabilities. In 2005 two pupils with disabilities were able to attend Great Wood Camp because the staff worked with the Physical Impairment and Medical Support Service and Children with Disabilities Team to provide 24 hour support for these pupils’ needs.

The most recent OFSTED inspection of the school concluded that progress of pupils with special needs (including those with disabilities) was good.

1C: Views of those consulted during the development of the plan

The SENCO and SEN Governor attended an LEA training day and discussed the first draft of the school’s Accessibility Plan in April 2003. This plan was adopted by the Senior Management Team and approved at a whole staff meeting . The Senco attended further DDA training in May 2006, and fed back to the Governors in July 2006. It was felt that the school makes every effort to include pupils with disabilities, and the building and refurbishment work which will be completed in 2007 has included planning to improve accessibility.

Areas for development were identified through these discussions and are considered in section 2.

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

- Deploy Teaching Assistants to provide scaffolded learning opportunities for pupils with disabilities. Appropriate level of support maintained through SEND+ funding where appropriate.
- Include differentiated provision for pupils with disabilities in schemes of work.
- Consider the use of multisensory Maths materials (such as Numicon) in planning for the significant minority of pupils who have not yet grasped the basic concepts of numeracy.
- Improve teachers' access to symbol-supported text for use in class.
- Identify pupils with dyslexia or other specific learning difficulties and provide appropriate support for their learning.
- Provide alternatives to written recording in some lessons for pupils with poor literacy skills or a physical difficulty which hinders their writing. This includes the use of readers and scribes for Maths and Science work.
- Provide intensive, structured support for literacy (SFA and Units of Sound) for pupils with Specific Learning Difficulties or Moderate Learning Difficulties.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- Incorporate appropriate colour schemes in all new build or refurbishment, to benefit pupils with visual impairment or sensory dysfunction.
- Consider the auditory environment of the classrooms during refurbishment (reducing echo and auditory distractions.)
- Make provision within the classroom for pupils with Sensory Integration Dysfunction, Attention Deficit and Hyperactivity Disorder or Autistic Spectrum Disorder (seating carefully considered in order to reduce transitions to a minimum, and provision of an individual work station away from visual distractions if appropriate)
- Include a further accessible toilet with wheelchair-accessible shower in the new build to be completed in 2007.
- See also Somerset County Council Accessible Building Audit, 9th June 2004

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

- Use of readers and scribes is a normal part of classroom support for pupils who cannot access written information, but the use of pictures, objects or symbols to support independent understanding needs to be more consistent throughout the school.
- Continue to improve creative use of ICT and interactive whiteboard for pupils with disabilities.
- Sensitively improve communication with parents who have literacy difficulties themselves (eg phone calls to follow up letters sent home.)

3: Making it happen

3A: Management, coordination and implementation

This Accessibility Plan will be discussed at a Senior Management Meeting and presented to the Governors on 25th June 2007. If the Accessibility Plan is approved, the SENCO will draw up an Action Plan which will be implemented over the next three years.

3B: Getting hold of the school's plan

This Plan is reviewed and maintained by the governing body who oversee the implementation of any proposed action.

A copy will be posted on the school's website, the school's individual AMP web page, and will also be held by the local Authority.

HA Honeyball (SENCO)
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