



CLEVE HOUSE SCHOOL AND LITTLE CLEVE NURSERY ACCESSIBILITY ACTION PLAN

This paper begins the process of providing care and education in the school setting in response to the Disability Discrimination Act 1995 (DDA). These are initial thoughts compiled from wide reading and discussions in numerous Development and Planning meetings and Staff meetings.

DEFINITION

The DDA defines disability as:

A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to perform normal day-to-day activities.

The definition includes a wide range of impairments, including hidden impairments:

- Impairment affecting mobility, sight or hearing
- Learning difficulties
- Mental health problems
- Epilepsy
- Autism
- Speech and language impairment
- Asthma
- Diabetes
- HIV

No child with a disability will be subjected to inconvenience, indignity or discomfort or lose educational opportunities.

There are currently no children with disabilities in attendance.

This accessibility strategy is to:

1. increase the extent to which disabled pupils can participate in the school curriculum.
2. improve the physical environment to increase the extent to which disabled pupils can take advantage of education and associated services.
3. improve the delivery to disabled pupils of written information which is provided to pupils who are not disabled.

Current practice

PHYSICAL ENVIRONMENT

1. Should an item of school uniform cause an adverse medical reaction, the individual child will be able to wear an alternative item closely matched to the school uniform as possible.
2. We have a range of exercise books and equipment that would cater for the majority of children with disabilities. Anything we felt was needed to aid the education of a child with particular needs would be purchased prior to child starting school.

3. Several members of the public have accessed the school in a wheelchair. Being an old building prohibits many of the ideal alterations we would like to make but it is currently possible to move the class that a child in a wheelchair would be in, on to the ground floor giving access to the hall (used for dining and as a PE facility with a ramp), outside playground and toilet facilities.
4. Blackboards have been phased out and replaced with white boards to ensure asthmatics are not adversely affected.

As a result of these initial thoughts, the physical accessibility of the school has improved.

CURRICULUM ACCESS

1. The school has a duty to provide a stimulating and challenging environment for every child. No child will be denied access to any lesson. If it is deemed in the best interests of an individual child, withdrawal from a specified lesson or for a specified time will occur. The individual child will receive an alternative, more meaningful activity tailored to the particular need.
2. As part of the PSHE curriculum children's awareness of disabilities is developed through discussion and empathy exercises.
3. A child with a disability whose educational progress would be restricted without classroom support i.e. moving in a swimming lesson, will receive one-to-one support when it was required.
4. Every school trip has a risk assessment carried out. If a particular medical condition ie. Diabetes, could not be catered for, and a diabetic child was in the class due to go – the trip would either be organised to accommodate the needs of this individual child (a parent to accompany) or the destination of the trip would be altered to somewhere that could cater for the needs of that child.
5. All classrooms have computers in which, with appropriate software and specialised equipment, can be accessible to all. There is also a screen enlarger, enlarged keyboard and a traceable mouse for use.
6. Children with particular needs will be encouraged to participate in all activities to the best of their ability ie. Games – throwing and catching a ball as a class sat down in circles to enable a child in a wheelchair to participate.
7. SATS papers available in large print for dyslexic and dyspraxia pupils.

The above show the considerations made and access to the curriculum has increased.

PROVISION OF INFORMATION

1. Teachers will ensure that they face pupils so that a child with a hearing impairment can lip read.
2. The school has a website which has the initial information for prospective parents or guardians that people with limited mobility can access easily. Our letters and news, are emailed/placed on the website to many parents and guardians that would again be of interest for those people with mobility difficulties.

The above show the considerations made and provision of information has improved.

TRAINING

Members of staff will be asked to volunteer to train, as a specialised classroom assistant for a child with particular needs ie. Epilepsy, once the parents or guardians of that child have committed to a place at the school. This has financial implications if we do not insist on a definite commitment. Likewise, staff will be asked to volunteer to be trained how to administer medicine to a child with particular needs should the situation arise.

Year/Intention	2018-2019	2019-2020	2020-2021
Improving the physical environment	-update current audit of facilities -audit provision for low incidence disabilities	-adapt lighting in a classroom to suit sensory impaired	-increase the number of specialist desks available -consultant to oversee siting of disabled facility
Improving access to the curriculum	-access to the wider curriculum i.e., clubs	-widen the material available in enlarged script to pupils -Macaron training for staff	-audit all curriculum subjects and their provision for -invite disabled artists in to work with the pupils
Improving the presentation of information	-forge relationship with Communication Support Service (LEA) -review procedure of transfer of disabled pupils to secondary school	-forge relationship with service for physically disabled pupils (LEA) -review recruitment procedure to highlight the needs in personnel regarding specialist skills	-all signage and prospectus in Braille -investigate the mini-com system
General strategies	-staff training for classroom assistants to raise their awareness of disability -contact Sensory service (LEA) -establish multi-agency working with health and social services in order to support pupils with medical needs	-Head up a school cluster group to share good practice -staff training in manual training for staff working with pupils with physical disability	-staff training in voice activated computer programmes

This will be reviewed annually.