

Northumberland PRU Accessibility Plan, December 2019

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Management Committee 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 Management Committee of the PRU 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 PRU curriculum;
- Improving the environment of the PRU 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 PRU's accessibility plan is resourced, implemented, reviewed and revised as necessary.

Definition of Disability

The Disability Discrimination Act 1995 defines a disabled person as a person with 'a physical or mental impairment which has substantial and long-term adverse effect on his (or her) ability to carry out normal day-to-day activities'.

The Act defines 'substantial' as 'more than minor or trivial' and 'long term' as 'has lasted or is likely to last more than 12 months'.

The Act states that impairment is to be taken to affect the ability of a person to carry out normal day-to-day activities only if it affects that person in respect of one or more of the following:

- Mobility
- Manual dexterity

- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of the risk of physical danger

Starting Points

Northumberland PRU believes that all pupils have the right to be included in the life of the pupil referral unit. The staff is committed to the inclusion of all pupils. We therefore:

- Value every individual and celebrate their achievements
- Identify and respond to individual needs
- Identify and overcome potential barriers to learning
- Set multiple learning challenges for every pupil.

On 1st October 2010, the Equality Act 2010 replaced all of the existing equality legislation, such as the Disability Discrimination Act 1995 (DDA) and the Special Education Needs and Disability Act 2001 (SENDA). The Equality Act 2010 places a legal obligation on all educational establishments, making it unlawful to discriminate against pupils, staff, governors, parents or visitors with a disability.

Under the Equality Act 2010 we welcome our general duty to eliminate discrimination, to advance equality of opportunity and to foster good relations. In addition we also welcome our specific duties to publish information every year about our PRU population, to explain how we have due regard for equality and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

The Children and Families Act 2014 sets out clear legislation for school to adhere to in relation to meeting the needs of pupils with SEND. Section 66 of the Act requires maintained nursery schools, schools and post-16 institutions to use their best endeavours to meet the special education needs of children and young people who they educate.

The Main Priorities in the PRU's Plan

To increase the extent to which disabled pupils can participate in all aspects of school life including access to all curriculum offers and enrichment opportunities.

The current position:

- All pupil needs, including SEND, are identified to staff at the start of their placement.
- An individual pupil passport is available to all staff –with reference to SEND 4 broad areas of need/CP/medical needs etc.
- Each pupils needs are shared and planned for by all staff through regular contact.
- The curriculum is fully inclusive.
- Achievement/ progress of pupils, including those with SEND, is monitored by the SENCo and class teacher.
- Access to additional services and outside agencies is sought to support improved outcomes for pupils, including those with SEND.

Priorities for increasing access to the curriculum

Target	Objective	Persons Responsible	Actions	Timescales	Predicted Outcome
All Schemes of Work (SoW) and lesson plans take into account the needs of all pupils.	<input type="checkbox"/> Teachers and SLT review SoWs to ensure they meet the needs of all pupils. <input type="checkbox"/> Curriculum areas to develop a range of differentiated resources to meet the needs of all pupils. <input type="checkbox"/> Systems in place to inform staff of the specific needs of individual pupils. <input type="checkbox"/> Specialist equipment and furniture is available when needed. <input type="checkbox"/> Regular staff training to be provided on meeting the needs of pupils.	SLT	Put in place a cycle of review for SoW and resources. Purchase of resources as appropriate. Review of training needs of staff and specific needs of pupils on a regular basis to identify and mismatch.	Ongoing	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. Improved access to curriculum for all pupils. Teachers are aware of the relevant issues surrounding specific groups and can ensure that this group has equality of access to life preparation learning.
All texts to be accessible to all pupils.	<input type="checkbox"/> Comic Sans front size 14 to be used as a minimum on all work	SLT	Stock of coloured paper to be maintained	Ongoing	Pupils can access text more readily and are more motivated to read

<p>PRU can meet the needs of its pupils.</p>	<p>sheets. Coloured photocopy paper available for dyslexic pupils. Double spacing used to support reading.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Library to include materials for a range of reading ages. <input type="checkbox"/> Large print and audio formats provided as required. 	<p>HT</p>	<p>Stock and content of libraries to be reviewed regularly</p>	<p>Ongoing</p>	<p>in lessons and for pleasure</p>
<p>All children are able to access extra-curricular opportunities.</p>	<p><input type="checkbox"/> Staff training including lifting and handling is appropriate and up to date to meet the needs of the pupil.</p> <p><input type="checkbox"/> Planning takes account of needs and reasonable adjustments are made to ensure disabled children are not excluded.</p> <p><input type="checkbox"/> All out of PRU activities are planned to ensure the participation of the whole range of pupils.</p>	<p>Teachers & SLT</p>	<p>Job descriptions to be reviewed</p> <p>The planning for all extra-curricular activities will include reflection on the cohort and any barriers that will hinder access</p>	<p>Ongoing</p>	<p>The needs of pupils can be met more effectively to support inclusion</p> <p>All pupils will be able to access extra-curricular activities. This will include trips and visits within PRU day</p>

Access to written information

Target	Objective	Persons Responsible	Actions	Timescales	Predicted Outcome
To improve access to written information for parents about PRU.	<input type="checkbox"/> Include specific information needs on referral form. <input type="checkbox"/> All letters to be checked for use of language and jargon. <input type="checkbox"/> Strap line to be included on all letters home (for further information ring....). Availability of enlarged text versions of documents/policies by request <input type="checkbox"/> Make PRU brochures more accessible to parents <input type="checkbox"/> PRU website to conform to accessibility protocols. <input type="checkbox"/> PRU website to be accessible in numerous languages	SLT	The PRU to make itself aware of the services available through the LA for converting written information into alternative formats.	Ongoing	All parents are able to access written communication from the PRU.
		SI	Review letters and forms that are kept on file.	Nov 2020	
		SI	Review PRU Brochure to make it more accessible	Nov 2020	
			Continue to monitor and review the website for improvements regarding access.	Ongoing	
Review the PRU communication systems to enable effective information managements.	Consult with staff, Governors, pupils and parents on preferred systems for communication.	HT	Review the systems of communication with a view to improvement	Nov 2020	Improved communication between all members of the PRU community.
				Nov 2020	

To review PRU policies on a regular basis and ensure they meet statutory requirements.	Policies reviewed by designated staff member and Governing body committee on a regular basis.	Governors	Create a schedule for policy review		Policies are reviewed on a regular basis and are up-to-date.
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Physical Access

Target	Objective	Persons Responsible	Actions	Timescales	Predicted Outcome
Ensure that the PRU is accessible to all.	<input type="checkbox"/> Disabled parking near access ramp to the main door available (by request). <input type="checkbox"/> A quiet seating area to be identified for visitors. <input type="checkbox"/> Reception staff made aware of the needs of disabled people. <input type="checkbox"/> Ensure accessibility and clarity of signs around PRU. Disabled parking sign to be added to parking area adjacent to access ramp.	SLT	Checks of external internal signs to be part of the H&S inspections. Staff training as required Purchase & install appropriate signage	Half yearly. Ongoing	PRU is accessible to all
Ensure PRU is easily navigable to adults and children.	<input type="checkbox"/> Regularly review accessibility in all areas.	SLT	Ongoing vigilance & H&S inspections. Checks of signs to be part of the H&S inspections.	April 2020 Half yearly	Clear signage supports easy access PRU environment is safe for all
Ensure that all members of the PRU					

community are safe in the building.	<input type="checkbox"/> Ensure clarity of internal and external signs. <input type="checkbox"/> Fire evacuation procedures, alarms, etc. reviewed to take account of the needs of all pupils and staff and specific needs are recorded.	SLT	H&S inspections. Ongoing vigilance to ensure fire exits are kept clear.		
Ensure the classrooms are organised to provide optimum access to all pupils.	<input type="checkbox"/> Plan classroom layout in accordance with the needs of pupils. <input type="checkbox"/> Organise resources within classrooms to reflect needs of pupils. Extraneous noise is minimised eg fans, computers, etc.	Teachers & SLT	Liaise with staff to review classroom organisation and highlight any areas for improvement	Ongoing	Pupils have maximum access within classrooms
Identify needs and actions for future improvements.	<input type="checkbox"/> Specialist equipment and furniture is available when needed. <input type="checkbox"/> Toilets and showers match needs of disabled pupils.		Continued review of pupil needs and facilities to support facilities meeting need	Ongoing	Pupils can access the provision fully
Ensure that appropriate spaces are provided for pupils at social times.	<input type="checkbox"/> Provide support in the dining room for pupils who find the lunchtimes stressful.		Monitor the needs of pupils and provide solutions to meet pupil need	Ongoing	Pupils are able to enjoy social times and feel comfortable within their environment

	<input type="checkbox"/> Provide quiet, staffed areas established for vulnerable children to go at social times. <input type="checkbox"/> Ensure lunch time supervision is proactive in engaging children in positive activities.				
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Improving the physical environment of the PRU to increase the extent to which disabled pupils can take advantage of education and associated services.

The current position:

- All buildings are wheelchair accessible
- There are disabled toilets in both PRU buildings
- Disabled parking is available by request
- There is significant colour contrast between doors and door frames throughout the whole PRU
- There is a physical environment that is safe and welcoming throughout the PRU site

Making it happen:

The Accessibility Plan will be monitored and reviewed every three years by the PRU Resources Committee.

Whole PRU training will recognise the need to continue raising awareness for staff and the Management Committee on equality issues with reference to the Equality Act 2010.

The Accessibility Plan should be read in conjunction with the following PRU policies and documents:

- Equality and Diversity Statement
- Special Educational Needs Policy
- Teaching and Learning Policy
- Curriculum Policy
- Behaviour Policy
- Health & Safety Policy
- PRU Improvement Plan