



ACCESSIBILITY POLICY

Introduction

This policy is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in ‘‘Accessible Schools: Planning to increase access to schools for disabled pupils’’, issued by DfES in July 2002.

Definition of Disability

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

‘‘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.’’

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, staff, volunteers and visitors with a disability.

Principles

- Compliance with the DDA is consistent with the school’s aims and single equalities policy, and the operation of the school’s SEN policy;
- The school recognises its duty under the DDA (as amended by the SENDA):
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002);

- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum:
 - Setting suitable learning challenges
 - Responding to pupils' diverse needs
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

a) Education & related activities

- The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS trusts.
- The school's Inclusion Manager, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring that reasonable adjustments are made to enable them to access the curriculum, and wider school activities. This may include the deployment of teaching assistants as appropriate to facilitate participation.
- Staff will be provided with appropriate training to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

b) Physical environment

- The school design is suited to providing wheelchair access as it is all on one level with no internal steps; slopes are provided as an alternative to all external steps.
- There is an accessible toilet and shower facility which was fitted with a hoist in 2014 to make this into a hygiene room. A second hygiene room was created in 2016 which also has an accessible toilet, shower and hoist.
- A handrail was added to the sloped access to the all-weather pitch in 2008 to improve accessibility.
- Recent building and grounds work complies with the DDA (this includes the office extension – 2010 and the boardwalk entrance - 2010).
- In 2014, major works were carried out by the county to ensure level thresholds for all classroom doors and to widen corridor doors and the music room door, to ensure that they are accessible for wheelchair users. A level threshold for the main entrance door was put into place by the school in 2014.
- Window manifestation has been added to all classroom patio windows and the colours for the new doors were chosen to provide an appropriate contrast to the surround in order to support those who are visually impaired.
- A 'mini-gym' was developed in 2010 to facilitate the provision of physiotherapy for pupils during the school day. In 2017, this facility was moved to the Chestnut room to provide a

larger space including curtained-off area for privacy. The room has an adjustable physio bed and mobile hoist along with other aids to facilitate physiotherapy programmes. We have a teaching assistant who specialises in overseeing all physio, using programmes provided by outside agencies.

- We have several adjustable classroom tables in school which are provided where necessary to facilitate working for pupils with physical disabilities.
- The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

c) Provision of information

- The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Action Plan

See Appendix 1.

Linked Policies

This Policy will contribute to the review and revision of related school policies/documents, e.g.

- School Strategic Plan
- S.E.N. Policy
- Equalities Policy
- Accessibility Plan (See Appendix A)

Date: **January 2018**

Review: **Spring term 2021**

APPENDIX 1: ACCESS PLAN - 2018 - 2021

Objectives	Actions	Success criteria	Lead Person(s)	Timescale
To increase the extent to which disabled pupils can participate in the school curriculum.	To provide training for staff regarding good classroom practice to facilitate access to pupils with disabilities including : <ul style="list-style-type: none"> • ADHD • ASD • Dyslexia • Physical disabilities including cerebral palsy • Social, emotional and mental health issues 	Teachers and TAs benefit from a rolling programme of training and updates regarding inclusion of pupils with specific needs across the curriculum. Specific courses utilised for TAs/teachers working with individuals e.g. ASD – staff are more aware of particular needs and inclusion.	Victoria Skipp (inclusion manager)	On-going
	To monitor and ensure that disabled pupils are able to access the full range of curricular and extra-curricular activities, making reasonable adjustments to enable them to access, including the provision of additional adult support if appropriate.	Pupils with disabilities able to take part in all school trips (curriculum) and extra-curricular activities which they choose, including the residential trips, swimming and sports. Monitoring shows that disabled pupils are engaging in extra-curricular activities.		On-going Annual monitoring
	To visit other settings who are experienced in the inclusion of children with physical disabilities for advice and to look at the range of equipment available, for example, to allow more inclusive P.E. with a view to incorporating as appropriate at Whiteley Primary School.	Pupils with disabilities are able to more fully partake in physical education lessons.	Victoria Skipp	Summer 2018
	To raise awareness and increase understanding of disabilities amongst all pupils including the planned use of materials from the advisory teacher service for physical disabilities.	All pupils have an awareness of some disabilities and demonstrate an understanding of the difficulties faced by pupils with disabilities.	Victoria Skipp/Brenda Bunyan	Annual
	To explore possible link activities with Portchester Community School to enable groups of disabled and abled bodied pupils to experience a range of accessible sporting activities.	All pupils have an awareness of some disabilities and demonstrate an understanding of the difficulties faced by pupils with disabilities, as well as an understanding that a physical disability does not necessarily preclude a child from undertaking sports and physical activities.	Victoria Skipp	Summer 2019

To improve the physical environment of the school to aid disabled users	To assess individual needs of disabled pupils to determine any personal equipment needs and/or additional support. (<i>New pupils – liaise with parents/portage/relevant agencies from previous setting/specialist teacher advisors</i>)	The school is aware of disabled pupils’ needs and able to prioritise in order to meet the needs (access funding where possible).	Victoria Skipp	On-going – as need arises
	To consult with parents (those who are disabled, and those who are parents of a disabled child) to help evaluate and improve our accessibility arrangements for the disabled.	Views of parents are taken in to consideration regarding accessibility. There is a regular and systematic method for parents to give their views.	H/T & governors	June 2018 (annually)
	<i>Long term</i> To provide automatic doors at the main entrance.	Main entrance has automatic doors.	H/T	When finance allows
	<i>Long term</i> To provide an additional accessible toilet / hygiene facility at the KS2 end of the building.	Older pupils with disabilities have access to an accessible toilet nearer their classrooms.	HT/ county	When finance allows

Improve the delivery to disabled users of information that is provided in writing for those who are not disabled.	To provide school information in an appropriate format for disabled parents as required e.g. large print, audio tape, simplified language etc. To publicise this commitment through the school website.	As required, parents are able to access materials in an appropriate format.	H/T and admin officer	As required
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