



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/learning support 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 are two accessible toilets/hygiene rooms with shower facilities and hoists. There are ambulant cubicles in the upper KS2 toilets which have outward opening doors and hand rails.
- 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.
- Steps to the all weather pitch and on the main routes to the classroom patio areas have been marked with high visibility paint to improve safety for those with visual impairments. High visibility markings are also in place around posts or trees in the areas used by our children with visual impairments to support their independence.
- In 2020, accessible play equipment was installed in the two adventure playgrounds with level access for wheelchairs to help ensure that children with physical disabilities can play alongside their peers.
- 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
- SEND Policy & Information Report
- Equalities Policy
- Accessibility Plan (See Appendix A)

Date: **January 2021**

Review: **Spring term 2024**

APPENDIX 1: ACCESS PLAN – 2021-2024

Objectives	Actions	Success criteria	Lead Person(s)	Timescale
Improving participation in the curriculum				
Effective communication and engagement with parents/carers.	Termly meetings with parents/carers. IHCP reviewed at least annually. EHCP annual review meetings with SENCo. Transition meetings when required.	Parents/carers fully informed about progress and engage with their child’s learning. Parent/carers know who to contact in school. Opportunities and solutions are identified jointly with the pupil at the centre of the agreements.	Inclusion Manager Senior admin assistant (medical)	In place and on-going
Training for staff to build on the culture of, and secure delivery of, improving participation in the curriculum.	To provide training for staff regarding good classroom practice to facilitate and ensure improving levels of access to the curriculum for all pupils. Training to include: Epipen Choke training Hoist training Intimate care External agency training from NHS SaLT, Specialist Teacher Advisory Service (VI/HI). Outreach from specialist schools for SEMH, ASC. Training from other specialist provision services for specific training. Training in the use of highly specialised assistive technology and software programmes including: Magnilink/Clicker/Splash.	Building awareness of staff of how to improve participation in the curriculum. 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. Staff are skilled at providing care for particular needs and inclusion.	Inclusion Manager	In place and on-going
Effective use of resources and specialised equipment to increase	Strategic deployment of support staff/resource/intervention to ensure delivery of: <ul style="list-style-type: none"> Physiotherapy 	Positive impact on pupil progress. Barriers to learning are addressed and overcome.	Inclusion Manager	In place and on-going

access to the curriculum for all pupils	<ul style="list-style-type: none"> • Speech and language therapy • Occupational therapy programmes <p>Use of assistive technology to enhance access to the curriculum.</p> <p>Purchase and allocation of other resources as needed. For example: large print reading books, wobble cushions, weighted blanket/supports, sloping writing boards, coloured overlays/exercise books, pencil grips, sensory items.</p>	Pupils develop strategies to access the curriculum that are independent and adult supported.		
Effective involvement and communication with specialist external agencies such as: HCC STAS VI/HI/PD/ Assistive Technology, NHS Physio, Occ Health, Continence nurse, SaLT	<p>Co-ordinate visits/meetings/reviews by specialist external agencies between professionals, pupil and parents/carers.</p> <p>Ensure reports from specialists are recorded in a timely way and the recommendations shared with the relevant staff.</p> <p>Monitor to ensure that recommendations are being actioned and the impact of those recommendations on the outcomes for the pupil.</p>	<p>Agency reviews and meetings are up to date. All staff supporting the pupil are confident with the actions required to support the pupil.</p> <p>Positive impact on pupil progress.</p> <p>Barriers to learning are addressed and overcome.</p>	Inclusion Manager Specialist TA for SALT/Physio	In place and on-going
Adaptations and adjustments to the curriculum to meet the needs of the individual.	<p>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. This could include:</p> <ul style="list-style-type: none"> • the provision of additional adult support • additional risk assessments • sourcing of specialist equipment • pastoral support • timetable adaptations • use of access arrangements to reflect normal way of working e.g large text for visual impairment 	<p>The needs of all pupils are met enabling full participation in the curriculum and positive outcomes.</p> <p>All pupils are able to take part in all school trips (curriculum) and extra-curricular activities which they choose, including the residential trips, swimming and sports.</p> <p>Monitoring shows that all pupils are engaging in extra-curricular activities.</p>	Inclusion Manager	In place and on-going

To improve the physical environment				
Access into and around school is	Designated disabled parking for school. Wide doors and corridors.	The school will be fully accessible for wheelchair users both internally and when	H/T & governors	In place and on-going

compliant and accessible to all pupils/staff.	Designated accessible toilet and changing facilities. Clear paths and routes outside. Ramps to access outside spaces.	accessing external areas.		
Improve educational experiences for pupils.	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).	Inclusion Manager	On-going and at least annually.
To improve accessibility for pupils/parents and visitors.	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	Annually through the EHCP/IHCP review process or as required.
<i>Long term:</i> Improving access into school.	To provide automatic doors at the main entrance.	Pupils, parents and visitors have improved access into school. Main entrance has automatic doors.	H/T	Project planned for Summer 2022

Improve the delivery of written information.				
Availability of written material in alternative formats.	To provide school information in a range of formats that is appropriate for the need 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