



Together we can make a difference

Accessibility Policy

Name of school: Bexton Primary School

Date of review: Spring 2017

New review date: Spring 2018

Background

The definition of disability is:

“A person suffers 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.”

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

As a school we recognise:

(1) Our duty under the Disability Discrimination Act ('95) as amended by the SENDA (2001) and the Equality Act 2010

“from September 2002, it will be unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services.”

Schools and LEAs, therefore, must:

- Not treat disabled pupils less favourably; *and*
- Must take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

(2) That the Local Authority and school governors have the duty to publish Accessibility Strategies and Plans.

Scope of the Plan

This plan covers all three main strands of the planning duty:

i) Improving the physical environment of school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services.

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture.

Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education also cover things such as ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

At Bexton Primary School the provision of a special piece of equipment or extra assistance will be made through the SEN framework and to a lesser extent through the planning duty which applies to all schools.

The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school.

ii). Increase the extent to which pupils with disabilities can access and participate in the school's curriculum.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Schools will be expected to plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual pupils.

iii). Improving the delivery of information to pupils with disabilities

This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils.

This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, or through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

Other related school policies:

Equality for pupils is included as an explicit aim in all of the school's policies including:

- Equality and Diversity Policy
- Behaviour Management Policy (including Anti-Bullying)
- Admissions policy/criteria
- School improvement plan
- School Premises Management Plan
- Policy for school trips and excursions
- SEN policy
- Exclusions

Aims of the Accessibility Plan:

Bexton Primary School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to achieve this include:

- Having high expectations of all pupils.
- Finding ways in which all pupils can take part in the full curriculum including sport, music, and drama.
- Planning out-of-school activities including all school trips and excursions so that pupils with disabilities are able to participate fully.
- Establishing an admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly;
- Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities.
- Planning the physical environment of the school to cater for the needs of pupils with disabilities.
- Raising awareness of disability amongst school staff (teaching and nonteaching) through a programme of training.
- Providing written information for pupils with disabilities in a form which is user friendly.
- Ensuring that our library and reading books provided positive images of people with disabilities.

Actions to ensure equality for pupils with disabilities:

i) We shall undertake a disability audit using information provided by the Local Authority.

ii) As a result of the audit, we shall:

- Write an action plan which includes short, medium and long-term targets.
- Make the policy and targets known to all teaching, support and ancillary staff, pupils and parents.
- Monitor the success of the plan.

iii) The Plan will be reviewed annually by the Head teacher and members of the appropriate working party.

Monitoring:

The school recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

- Admissions
- Attainment
- Effects of pastoral strategies Rewards Sanctions
- Exclusions Response to teaching styles/subject SEN Register
- Setting/groups Effects of the Literacy & Numeracy Strategies
- Extra-curricular activities
- Homework
- Selection & recruitment of staff
- Governing body representation

Factors to consider

- Induction and preparation for entry to the school
- Access to the physical and sensory environment
- Accessing the curriculum
- Teaching and learning
- Classroom organisation
- Grouping pupils
- Deploying additional support
- Access to school facilities
- Activities to enrich and support the curriculum
- School sports
- Breaks and lunchtimes
- Providing school meals
- Interaction with peers
- Assessment and exam arrangements
- School discipline and sanctions
- School clubs and activities
- School trips
- The school's arrangements for working with other agencies
- Procedures for acquiring expensive specialist equipment
- The school's arrangements for working with parents
- Preparing pupils for the next phase of education.

Training Issues:

- Induction for new staff
- Disability awareness training for all staff
- Disability awareness training for pupils
- CPD programme on Inclusion

This policy and resultant Action Plan will be reviewed annually in the spring term, or more often if appropriate.