



Accessibility Policy

*"Working together
with parents, church and community
to create a distinctive environment
where the unique nature of each child
is respected and fostered"*

Consultation	Staff	Date:	Governors	Date: Jan 2015
Ratified by Governors:	Spring 2015			
Review Date:	Spr 1 2017	Spr 1 2019		
Link Policies	Disability Equality		Equal Opportunities	
	SEND		Curriculum	
	Inclusion			

Copies of this policy can be found:

- On the school's VLE in the Staffroom course
- In the Policy file in the PPA room

The following Appendices are attached:

A: Accessibility Plan 2014-2017

B: Accessibility Plan 2017-2020

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001 (SENDA).

St Helen's CE Primary School could meet the needs of disabled pupils and adults:

- Access to the building is on one level through the main entrance and two ramps are available for pupil access to the playground.
- There is a disabled toilet incorporating hygiene facilities.

Definition of Disability.

Disability is defined by the DDA 1995 as:

'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, prospective pupils and our adult users with a disability.

Principles

1. Compliance with the DDA is consistent with the school's aims and Equal Opportunities Policy and the operation of the school's SEND and Inclusion policies.
2. The school recognises its duty under the DDA (as amended by the SENDA)
 - a. Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services.
 - b. Not to treat disabled pupils less favourably

- c. To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - d. To publish an accessibility plan.
3. In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002)
4. 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.
5. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of the individual pupils and their preferred learning styles; and endorses the key principles of the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:
 - a. Setting suitable learning challenges
 - b. Responding to pupils' diverse learning needs
 - c. Overcoming potential barriers to learning and assessment for individual and groups of pupils

Delivery of the curriculum

- School staff are aware of the importance of making the curriculum accessible to all pupils
- The school will continue to seek and follow the advice of specialist teacher advisers and of appropriate health professionals

Physical environment

The school will take into account the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Provision of information in other formats

The school is aware of local services, including those provided by the LA, for providing information in alternative formats when required or requested.

Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point is on the playing field. We will review the provision of a visual alarm should the need arise.

Space for quiet work and small group work is available in the form of a small group room off the main corridor. The library, Resource room, staff room and PPA room are also available at times throughout the day.

Furniture and equipment are selected as standard, age related as appropriate.

All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included in drama productions, music, PE and class sharing assemblies.

School visits, including residential visits, are made accessible to all children irrespective of attainment or impairment.

Teachers and teaching assistants attend SEND courses as appropriate to support specific needs. Teachers work closely with TAs to address pupils' support plan targets and liaise with specialist and support services.

Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.

Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Children with visual and specific reading difficulties who may have difficulties reading or copying from the board are given printed copies of texts, or information is written down for them.

We have a clear policy on the administration of medicines, with staff trained to administer epi-pens and medicines. There is a register of children with medical needs.

Information relating to children with specific needs is passed on to lunch-time supervisors and included in SEND files in order to inform visiting teachers.

Epi-pens and inhalers are always taken on visits / trips out of school. Staff trained in first aid and the use of epi-pens always accompany trips.

1C: Views of those consulted during the development of the plan

Parents, pupils, school staff and governors have been consulted in order to write this plan. Comments and recommendations have been taken into account wherever possible and included in our action plan. Through feedback received at parent consultations and Support Plan reviews we are confident that the school adopts a curriculum to meet the needs of disabled pupils. Ongoing monitoring enables us to identify where changes might be needed and adapt accordingly. The review process takes account of the view of the child when planning for their support.

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

Audit the representation of disabled people in books and teaching materials and increase if necessary - with a particular focus on books in the school library.

Ensure that all pupils are able to access instructions / information on whole class teaching boards.

Ensure that curriculum planning meets the needs of all groups of pupils in school in order to improve disabled pupils' access to the curriculum, including strategies that are sensitive and responsive to pupil diversity.

Identify possible approaches to self-monitoring and emotional health for individuals and for groups / whole classes

Ensure appropriate professional development for staff on inclusive classroom practice and on specific disability issues.

Provide for the social inclusion of all pupils through the setting up of a Playground Activities Group focusing on the needs of vulnerable children.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Raise awareness of mobility issues in classrooms, e.g. position of furniture and free flow around spaces.

Increase the amount of seating provided for outdoor events, e.g Sports Day.

Increase awareness among all members of the school community about the dangers of cycling/scooting on the school premises.

Increase awareness of a range of disabilities and needs with specific focus on blind / partially sighted and hearing impaired.

Upgrade provision of on-site parking for disabled drivers / users.

Improve 'chill out' / areas for reflection in the outdoor areas.

All new building work to include installation of lever taps in cloakrooms.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled

Ensure that spare copies of all school communications, e.g. the school Newsletters are readily available for parents especially via email.

Increase pupil awareness of where to access information about events in school and the local community.

Ensure that all staff are aware of pupils' specific needs and signals that may be used to indicate that action is required, e.g. diabetes, use of toilet facilities.

Improve transition arrangements for pupils with specific needs, especially those pupils with disabilities that do not have a Support Plan.

To raise the profile of strategies used to communicate information about pupils with specific needs.

To share a range of strategies and resources to support parents with children with a disability - with the ultimate goal of producing an information booklet for parents of pupils with disabilities.

Ensure that awards / rewards given are fair and accessibility to as many pupils as possible.

3. Making it happen

3A: Management, coordination and implementation

School staff to be aware of the Disability Equality Scheme and how the disability duties apply to schools through staff meetings and identification of staff training needs.

The Governing Body will have overall responsibility for the plan and will set priorities related to their responsibilities for the plan, including direction, vision, monitoring, review and annual evaluation.

The Access Plan, whilst remaining a separate plan, will be embedded within the School Development Plan.

The Access plan will be coordinated with the school's responsibilities towards disabled staff under Part 2 of the DDA and towards the general public under Part 3 of the DDA and our duties under Health and Safety, race and Human Rights legislation.

Implementation is set out in the action plan to show allocation of responsibility, resources, expected outcomes, timescales, date and process for review.

The Governing Body will report to parents on the school's accessibility plan which will be linked to other reporting requirements on the arrangements for the admission of disabled pupils, steps taken to prevent discrimination of disabled pupils and facilities provided to assist access to the school.

3B: Making the plan available

Hard copies of the school's Access Plan will be available via the school office. An electronic copy will be available via the school web-site: www.st-helens.wakefield.sch.uk

According to the recommendation of Disability Rights Commission font size should be no less than 14 point.