Accessibility Policy

Review Period: Annually – Autumn Term

Review By: Leadership Group & H&S

Contents:

1. Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since 2002, the Governing Body 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.

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 effect on his or her ability to carry out normal day to day activities.

This policy sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

a) increasing the extent to which disabled pupils can participate in the school curriculum;
b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
c) 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 school's accessibility policy is appropriately resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is an Action and Accessibility Plan (Appendix 1), which shows how the school addresses the priorities identified.

Part 5a of the DDA requires schools to publish a Disability Equality Scheme, which sets out how the school will do all it can to:

- eliminate harassment related to a disability
- eliminate discrimination
- promote equality of opportunity between disabled and other people
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life take appropriate steps to take account of disabled people's.

The DDA Scheme covers pupils, staff, parents and users of the school.

2   **Area a) Increasing the extent to which disabled pupils can participate in the school curriculum**

See Combined Action and Accessibility Plan (Appendix 1).

The SEN co-ordinator will monitor the effectiveness of the action plan by:

- evaluating the effectiveness of interventions and relative effectiveness;
- observing lessons of specifically targeted groups of pupils (including those with disabilities) and reviewing assessment for learning;
- monitoring the appropriateness of pupil groupings;
- monitoring the deployment of Learning Assistants.

Information from this additional monitoring and evaluation will then be used to inform future policy and practice.

The PSHE Co-ordinator will review how well we are developing awareness of disability through the PSHE and Citizenship Curriculum,.

3   **Area b) Improving the physical environment of the school to increase the extent to which disabled pupils, staff, parents and others can access education and associated services**

See Combined Action and Accessibility Plan (Appendix 1).

4   **Area c) Improving the delivery to disabled people of information that is provided in writing for people who are not disabled**

See Combined Action Plan and Accessibility Plan (Appendix 1).

Admissions' Form filled in by parents/carers of new pupils has been amended to ask for information about access needs. Parents of new pupils are made aware that they can request letters, newsletters etc in different formats (e.g. in Braille, in simplified language, on audio-tape or video-tape, using a symbol system). Or alternatively that information can be emailed to home so that parents can enlarge documents to the size they need or use their own software to access information.

5   Making it happen

5.1:   Management, coordination and implementation

This policy will be reviewed annually by the Premises, Health and Safety Governors committee, followed by ratification by the full governing body.   The report will include specific evidence of impact over the preceding twelve month period.

This policy should be looked at in conjunction with the following documents (available on request):

- **School Self-evaluation Form (sections on Views of Stakeholders, Achievements and Standards, Quality of Provision)**
- **SEN Self-evaluation Form**
- **School Improvement Plan;**
- **Staff Training Plan;**
- **Asset Management Plan;**
- **Health and Safety Action Plan;**

5.2:   Getting hold of the Policy

The policy is available in the following ways:

- **The policy is available on the school website (click on "Inclusion" tab);**
- **A copy can be requested from the School Office or alternatively we can email it to you;**

Appendix 1: Disability Equality Policy - Action & Access Plan 2016-19

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Access to Curriculum Ensure ICT appropriate for pupils with disabilities.	▪ Review accessibility of ICT (including whiteboards) using specialist expertise ▪ Involve pupils in review of software. ▪ Prioritise new software to purchase.	Ongoing	Appropriate resources purchased as needed.	ICT & SENCo	Leadership Team
Access to Curriculum Create effective learning environments for all utilising feedback from pupil groups.	▪ Ensure all classrooms and resources are organised in accordance with pupil need. ▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties.	Ongoing		All staff	SENCo through lesson observations and sampling lesson planning Leadership Team and Governors
Access to wider curriculum Increase participation in school activities.	▪ Audit participation in extra-curricular activities and identify any barriers. ▪ Ensure school activities are accessible to all students.	Ongoing as needs change	Training needed on risk assessments for trips and extra curricular activities	H & S Co-ordinator	Leadership Team Governors
Impact Analysis Ensure all policies consider the implications of Disability Access.	▪ Consult pupils and staff on any proposed changes. ▪ Introduce new policies.	Ongoing as and when necessary	Leadership Team and SENCo time to review policies	Leadership Team and SENCo	Governors

Premises Increase site access to meet diverse needs of pupils, staff, parents and community users.	▪ To look at the feasibility of installing self-opening doors. ▪ To ensure external obstacles (low walls, bollards, steps) are clearly marked. ▪ Review personal evacuation plans. ▪ To provide access to first floor classrooms and specialist rooms in the main building. ▪ To provide height adjustable furniture as necessary ▪ To provide changing and shower / toilet facilities to enable disabled pupils to participate fully in sport.	When funding is available. As and when necessary Sept 2015 Sept 2015 When funding is available.	Installation of a life in the main building Specialist equipment	Site Manager School Council WES Safety & Premises Governing Body Governing Body	Governing Body Governing Body
Attitudes To promote positive attitudes to disability	▪ Review PSHEE Curriculum ▪ Regular items for newsletter highlighting achievements of pupils with disabilities	Summer Term 2015		PSHEE Co-ordinator	Leadership Team and Governors
Newsletters and Information Availability of documents in alternative formats	▪ Large print & audio formats etc as required ▪ Monitor uptake of documents in alternative formats. ▪ Review accessibility of newsletter and letters for parents. ▪ Homework information available as information sheets in alternative formats as appropriate.	Autumn Term		Admin. Manager	DH
Staff Promoting equality of opportunity for staff	▪ Monitor data in relation to recruitment, retention and professional development. ▪ Encourage disclosure of disability.	Ongoing		Head	Governors