

HEWORTH CE PRIMARY SCHOOL



Accessibility Policy

Committee responsible: Curriculum and Pastoral

Approved by Governors: Summer 2016

Review date: Autumn 2019

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995, as amended by the SEN and Disability Act 2001 (SENDA), which places a duty on all schools to plan to increase over time the accessibility of the school for disabled pupils and to implement their plan. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils," issued by the DfES in July 2002.

Definition of Disability

Disability is defined as follows by the Disability Discrimination Act 1995:

"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."

Some children defined as disabled, who for instance have arthritis, may not be defined as having SEN. Some children defined as having SEN, who for instance may have a behavioural difficulty, may not be defined as being disabled. The plan addresses the needs of children with learning difficulties and disabilities.

Planning Duty

The school recognises its duty under the DDA (as amended by SENDA):

- Not to discriminate against disabled pupils in its 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

- Heworth School is committed to an inclusive curriculum and increasing access to the school's facilities for all by:-

- 1. Increasing the extent to which disabled pupils can participate in the school's curriculum.** This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- 2. Improving access to the physical environment of the school.** This covers improvements to the physical environment of the school and physical aids to access education.
- 3. Improving the delivery of written information to disabled pupils.** This will include planning to make the written information that is normally provided by the school to its pupils, available to disabled pupils.

Consultation with pupils, parents and disabled people

The school is in constant communication with parents, carers & children. Regular review meetings provide details of how current practice can be improved and developed.

Audit of existing provision

(The inclusion of this section follows the recommendation in the DfES/Disability Rights Commission guidance 2006 'Implementing the DDA in Schools and Early Years'. The following are examples which may or may not be relevant to your school.)

1. Curriculum

Our school aim of 'showing we care' for all of our pupils ensures that we endeavour to:

- Only use inclusive venues for residential visits that accommodate the needs of all of our children.
- Provide a range of intervention programmes to support our children with learning difficulties and disabilities.
- Encourage all of our pupils to take part in a range of physical activities.
- All school visits and clubs are available to all pupils.
- Train staff for the administration of prescribed medicines.
- Provide a full and varied programme to support transition eg extra visit to secondary school for our more vulnerable children.

2. Physical Environment

The following improvements have made to the school environment:

- The front and back entrance entrances of the school are now wheelchair accessible.
- A new automatic external door has been fitted at the main & back entrance, including a ramp, handrail and appropriately positioned keypad entry system.
- There is now an accessible toilet and hygiene facilities.

- Lower school areas are now fully accessible to wheelchair users.
- Colour contrasting décor is part of the on-going maintenance programme, along with the marking of step and kerb edges.

3. Written Information

- School is investigating the conversion of documents to alternative formats, drawing on advice from the Support Services.
- The school will use Language Line if needed for translation. Further advice would be sought from the Ethnic Minority Service when needed.
- The school aims to keep up to date with available technology and practices to support individual pupils with learning difficulties or disabilities, drawing on advice from the Support Services.

Policies

Compliance with the DDA is consistent with the school's aim and equal opportunities policy, and the operation of the school's SEN/Inclusion Policy. The Access Plan will contribute to the review and revision of related school policies.

Reviewing, Monitoring and Evaluating the Plan

1. Adequate resources will be allocated to enable implementation of the plan.
2. The plan will be informed by feedback from parents, pupils and people with disabilities.
3. The plan will be kept under review and revised as necessary. The Governors will achieve this through the Strategy & Finance Committee.
4. The plan will be published and is available on.
5. The plan will be subject to monitoring by OFSTED during inspections.

Date of Plan

Date of Review

Member(s) of staff responsible

Governor(s) responsible

Approved by the Governing Body on

The plan is available in the following formats, on request to

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e-mail

enlarged print version

ACTION PLAN:.....**SCHOOL ACCESS PLAN****Date** (to cover 2016-2019)

	TARGETS	STRATEGIES/ WHO RESPONSIBLE	OUTCOMES/ SUCCESS CRITERIA	TIMESCALE	GOALS ACHIEVED
Access to the physical environment					
Access to the curriculum					
Access to information in alternative formats					