

Accessibility Policy



Accessibility Plan 2017-2019- Document Status			
Date of Creation	5 September 2017	Federated Headteacher	Denise Garner
Date of reviews for 2017/18 to be completed by	28 September 2017	Governor responsible for SEND	Carol Melhuish
Inception of new Policy	1 October 2017	Chairman of the Governing Board	Alan Smith
Date of Policy Adoption by Governing Body	12 September electronically recorded at interim meeting 11 October 2017		

'Love, Laugh, Learn'

Respect, Resourcefulness, Reciprocity (Teamwork), Reflectiveness, Resilience

The dreams we have for our children are too strong to let obstacles get in the way.

Aims

As a school we aim to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will 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 can participate as fully as possible
- setting admissions policy and criteria which do 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 non-teaching) through a programme of training
- by providing written information for pupils with disabilities in a form which is user friendly.
- by using language which does not offend in all its literature and make staff and pupils aware of the importance of language.
- by examining our library and reading books to ensure that there are examples of positive images of disabled people

This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all children with a disability can succeed.

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Definition (Equality Act 2010)

"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" Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA '**substantial**' means '**more than minor or trivial**'. '**Long-term**' means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments,

Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term.** All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- ✓ mobility;
- ✓ manual dexterity;
- ✓ proprioception difficulties;
- ✓ physical co-ordination;
- ✓ continence;
- ✓ ability to lift, carry or otherwise move everyday objects;
- ✓ speech, hearing or eyesight;
- ✓ memory or ability to concentrate, learn or understand;
- ✓ perception of risk of physical danger.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. It shows how access is to be improved for children with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

We are committed to providing an environment that enables full curriculum access that values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Scope of the Plan

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

1 Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils 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 cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, 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.

In maintained schools 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. For example, a pupil with hearing impairment might have aids and support provided through the statement of SEN but the school might as a general measure provide soft furnishings and a quiet room through the planning duty.

2 Increase the extent to which disabled pupils can 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.

3 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, 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 disabled pupils is seen as a prerequisite to the working of the school, and is implicit and supported in all of the school's policies including:

- Teaching and Learning
- Equalities

- Behaviour
- School Improvement Plan
- SEND policy
- Health & safety

Actions to ensure equality for pupils with disabilities

We shall undertake a disability audit annually and review the Accessibility Plan

As a result of the audit, we shall:

- update the Plan which will include any relevant targets and publish on the school website
- make the Plan and any targets known to all teaching and ancillary staff, pupils and parents
- monitor the success of the Plan

Monitoring

At Wrockwardine Wood Infant School & Nursery we recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

We will monitor:

- Admissions
- Attainment
- Attendance
- Exclusions
- Selection & recruitment of staff
- Governing body representation

Current position from previous plans

Physical

- ✓ Wheelchair access and emergency escape is provided at the Nursery entrance to the Family Centre and main school reception.
- ✓ The front door now has wheel chair access.
- ✓ Fire escapes now have wheel chair access.
- ✓ Disabled toilet facilities are available in the Family Centre.
- ✓ An ambulant cubicle has been fitted in one toilet block.
- ✓ Curbs painted on the playground
- ✓ The school accesses specialist equipment when needed e.g. chair, tables
- ✓ Two Disabled Parking Spaces in the main car park
- ✓ All parents are asked if they require access arrangements for
 - Parent/Teacher consultations
 - Performances
 - Work shops .
- ✓ Space for small group work and individual work for targeted learners in the Nurture room
- ✓ A physical environment that is safe and welcoming.
- ✓ A sound system in Main Hall

- ✓ Handrails on slopes
- ✓ Coloured kerbs and edges on the playground
- ✓ Clear visual signage

Curriculum

- ✓ Developing outstanding teaching across school for all children
- ✓ Strong transition between classes and other settings
- ✓ Home Visits
- ✓ Provide tiered intervention
- ✓ Make adjustments for end of KS1 assessments and Y1 Phonic Screening
- ✓ Work closely with other agencies and professionals to support children with disabilities
- ✓ The SENDCO has achieved the expected National qualification
- ✓ Staff training about autism and Developmental Coordination Disorder (DSD)
- ✓ P scales used to measure progress and achievement and to set aspirational; targets
- ✓ Ensure all educational visits are accessible
- ✓ Peer support and buddy systems
- ✓ PSHE/SMSC a strong part of the school ethos
- ✓ Intervention programmes in place
- ✓ Nurture group *The Den*
- ✓ Using a range of teaching methods and styles to facilitate access for all children e.g. appropriate use of language; questioning techniques; pair work; group work; 'mind-friendly' learning techniques to suit all learning styles – visual/ auditory / kinaesthetic
- ✓ A number of resources have been purchased to support children with Developmental Coordination Disorder such as:
 - Chewellery
 - Sloping boards
 - Special grip pencils
 - Wobble cushions

Written and other information

- ✓ Visual timetables used in each class and the Nursery
- ✓ Makaton signs used when necessary
- ✓ All information for parents is placed on the website
- ✓ Text/email sent to hearing impaired parents
- ✓ The Accessibility Plan is placed on the website
- ✓ Alternative means of recording features in children's books
- ✓ Signers are used for parents when required
- ✓ Translators and interpreters are used when required
- ✓ Private rooms are available for parents when required.
- ✓ Alternative formats for home learning projects are available e.g. Bug Club website.

Publications for Guidance

Legislation: Equality Act 2010: Schedule 10, Paragraph 3.
<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

SEE ACCESSIBILITY ACTION PLAN September 2017-July 2019