



Wolborough CE Nursery and Primary School

ACCESSIBILITY POLICY

Including Disabled Access and Inclusion

1.0 SCHOOL AIMS

1.1 One of the school's aims is to:

Create an inclusive school which actively promotes:

- racial, gender and religious equality among pupils, staff and the wider school community,
- creating an inclusive environment for children with physical disabilities,
- creating an inclusive environment for adults with physical disabilities both in and out of school hours,
- targeted provision for children with special needs,
- targeted provision for able and gifted children,

and -an awareness of pupils of inclusion issues to promote positive responses.

1.2 Wolborough CE Nursery and Primary School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

1.3 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 affect 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 people's everyday lives.

2.0 LEGAL REQUIREMENTS

2.1 The Governors recognise

- i. Their duty under the Disability Discrimination Act (DDA) ('95) as amended by SENDA (2001) that 'from September 2002, it will be unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, educational and associated services'¹
- ii. Their duty under the Disability Discrimination Act 2005 as a provider of services to parents and carers and the wider public. Duties under Part 5A of the DDA require the governing body to:
 - promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
 - prepare and publish a disability equality scheme to show how they will meet these duties.Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in 3 ways:
 - increasing the extent to which disabled pupils can participate in the school curriculum;

¹ Preparation for entry to the school, the curriculum, teaching and learning, classroom organisation, timetabling, grouping of pupils, homework, access to school facilities, activities to supplement the curriculum, school sports, school policies, breaks and lunchtimes, the serving of school meals, interaction with peers, assessment and exam arrangements, school discipline and sanctions, school clubs and activities, school trips, the school arrangements for working with other agencies, preparation of pupils for the next phase of education.

- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
 - improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
- iii. That Schools and LEAs must not treat disabled pupils less favourably; and take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty)
- iv. That Local Education Authority and school governors have the duty to publish Accessibility Strategies and accompanying action plans setting out how the governing body will promote equality of opportunity for disabled people.

3.0 SCOPE OF THE PLAN

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

3.1 Strand 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 (Information, Communication and Technology) 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 visual impairment might have low vision aids provided through the statement of SEN but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

3.2 Strand 2

Increase the extent to which disabled pupils can participate in schools' curriculums.

- 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.

3.3 Strand 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.

3.4 Strand 4

Improving access to the school site and facilities for all stakeholders

- This part of the duty is to take measures to make the school more accessible to adults and children coming to the school either within or out of hours. It covers signs pointing to facilities, including disabled facilities and provisions to enable them to move around the site. It could cover disabled friendly reception facilities e.g. with a sound loop. Facilities for disabled staff employed by the Governors will also be included.

4.0 OTHER RELATED SCHOOL POLICIES

4.1 Equality for disabled pupils may not be included as an explicit aim in all of the school's policies but consideration is always given to ensuring access for all where possible.

5.0 SCHOOL STRATEGIES

- 5.1 Wolborough CE Nursery and Primary School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies 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 much as possible
 - Setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
 - Devising teaching strategies which actively promote participation of 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
 - Providing written information for pupils with disabilities in a form which is user friendly.
 - Ensuring that there are positive of disabled people in real life and in the school's resources
- 5.2 There is a statutory obligation to consult with disabled user groups and other stakeholders. There is also an obligation to collect data to ensure disabled users and pupils are accessing their full entitlement and to feed the results of these consultations into an action plan.

6.0 ACTIONS TO ENSURE EQUALITY FOR PUPILS WITH DISABILITIES

- 6.1 The Accessibility Action Plan, alongside the School Development plan to ensure improvements to access wherever possible.
- 6.2 The policy and targets will be made known to all teaching and ancillary staff, pupils and parents.
- 6.3 The impact of the Plan will be reviewed annually by the Leadership Team and Special Needs Governor. The Governing Body will report on how targets have been met in their annual report to parents (and what impact they have had on the achievements of pupils with disabilities).

7.0 MONITORING

- 7.1 There is a legal obligation to report annually on steps taken to improve access for disabled users of the school, adults and children, and this report needs to be made accessible to all stakeholders. There is also an obligation to monitor the Inclusion Plan. The two plans are combined. They will be included in the Healthy Schools monitoring and incorporated into the school's SEF. After approval by Governors, the report will be posted on the school's website.
- 7.2 Wolborough CE Nursery and Primary School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning. We will monitor each year through SPTO:

- Admissions**
- Attainment**
- Attendance**
- Exclusions**

Date of review: November 2013

Date of next review : Autumn 2016

Modified to take account of Disability Discrimination Act 2005: March 2008