



NORTH FERRIBY C E PRIMARY SCHOOL

ACCESSIBILITY PLAN

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| Date of New Policy: | Summer 2015 |
| Review Date: | Summer 2018 |
| Policy Type: | School |
| Co-ordinators: | Helen Dunn (Health and Safety) Jess Hill (SEND) |
| Link Governor: | Derek Shepherd (Equality) Matt Wild (Health and Safety) Louise Mowthorpe (SEND) |
| Committee: | Full Governors |

Mission Statement:

A Christian School with children at its heart.

Christian Values Statement:

At North Ferriby CE Primary School, we keep Christian values at the heart of our school community where we live, love and learn together.

Ethos Statement for North Ferriby CE VC Primary:

Recognising its historic foundation, the school will preserve its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice.

It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

YORK DIOCESAN BOARD OF EDUCATION

1. School Ethos, Vision & Values

We believe that recognition of the equal worth of each child is central to the development of the whole curriculum and therefore each child is entitled to:

- equality of access to, and experience of, the curriculum in order to achieve personal potential;
- a broad, balanced curriculum which enables spiritual, moral, cultural, intellectual, aesthetic, social and physical development for life's opportunities, responsibilities and experiences;
- a curriculum which is informed by assessment and differentiated in order to ensure continuity and progression throughout the learning process;
- active participation in their own learning and, through the formative process, involvement in assessment and target setting.

The school aims to be a friendly, open, caring and successful school, where every member of the school community (pupils, staff, governors and voluntary helpers) has a part to play in the further development of themselves as an individual and of the school as a whole.

We aim to be a successful school which has the respect of the local community and in which all staff and pupils assist each other in achieving their full potential as human beings. We believe in equality in all its forms and although we may have to recognize differences in academic ability at times, we are committed to promoting the equal value of every pupil.

We are committed to ensuring equal treatment of all our employees, pupils and any others involved in the school community who have disabilities and/or impairments, and will ensure that they are not treated less favourably in any procedures, practices and service delivery.

The school believes that education is a partnership involving all people concerned with a pupil's development. We would wish to encourage the involvement of parents and other members of the community whenever possible.

2. What do we understand by “disability”?

The Disability Discrimination Act 1995 part 1 (DDA) defines a disability as:

“a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities”.

This definition was amended and broadened under the 2005 Disability Amendment Act to include “People with cancer or surviving cancer” and “People with HIV and Multiple Sclerosis from the point of diagnosis”. For a mental impairment the need for it to be “clinically well recognised” has been removed.

As recommended by Disability Equality in Education (DEE) all pupils with Special Educational Needs (SEN) and those with long-term medical needs are treated as disabled for the purposes of the Act and for equality. This is in addition to all school users with long-term impairments, which have a significant impact on their day-to-day activities.

Under DDA Part 4 it is unlawful for schools to discriminate against disabled pupils. The Act requires schools:

- not to treat disabled pupils less favourably for a reason related to their disability.
- to take reasonable steps to avoid placing disabled pupils at a substantial disadvantage (known as the “reasonable adjustments” duty)

- to draw up plans to show how, over time, they will increase access to education for disabled pupils. This is the Accessibility Plan.

The reasonable adjustments duty requires schools to think ahead, to **anticipate** the barriers that disabled pupils may face, and remove or minimise them **before** a disabled pupil is placed at a substantial disadvantage. Reasonable adjustments may need to be made in admissions, exclusions and “education and associated services”, a term that covers every aspect of the life of the school.

North Ferriby CE Primary School proposes to use a social model of disability as the basis for its work to improve equality for, and tackle discrimination against, disabled people. This model says that it is society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled.

3. The General Duty - Aims

Under our general duty we will actively seek to:

- endeavour to remove any physical access barriers to ensure our school is as accessible as possible for pupils, staff and visitors with disabilities through the implementation of the Accessibility Plan.
- foster positive attitudes amongst the school community towards people with disabilities through provision of information and education.
- encourage the development and implementation of procedures to address the requirements of those in the school community with disabilities and to operate within the Disability Policy framework.
- provide teaching strategies, alternative assessments, and support assistance for pupils with disabilities in all aspects of academic and vocational programmes.
- advertise and promote the Disability Equality Scheme and Accessibility Plan,
- promote the provision of disability support to the school community, across all areas of learning and employment.
- ensure monitoring and evaluation is a continuous process carried out by all members of staff and across the whole school community.
- carry out a formal financial evaluation each year as part of the Accessibility Plan.

4. Privacy

Should an individual disclose information about their own disability, the colleague or member of staff with the information will treat it with complete confidence and not impart it to anyone else, except with the individual’s express permission.

Where it is felt there is a need for that information to be revealed to a third party, the reasons for this will be explained to the individual and the individual's permission obtained before proceeding. Even if the member of staff believes it would be in the individual's interest to reveal the information, it would be improper to do so if the pupil declines to give permission.

In exceptional circumstances, staff (following consultation with the Head Teacher or Child Protection Co-ordinator) may need to reserve the right to breach confidentiality when there appears to be serious risk of harm to the individual or someone else (e.g. child protection issues). In such circumstances, the individual will be informed and consent will be sought, if at all possible.

5. How we will meet the General Duty & Specific Duty

The production of this document provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty.

We involved people in developing the Scheme by:

- informing the school community, parents and school user groups of our plan
- inviting the views of disabled parents, grandparents and the parents of disabled pupils to make their views known
- inviting staff, volunteers and school user groups to make their views known
- including the DES, Accessibility Plan and DDA on the agendas for respective meetings of staff, leadership team and Governing Body
- parents being asked their views regarding the DES at least once during the lifetime of the Plan

6. Developing a voice for disabled pupils, staff and parents/carers

The school will work towards improving communication with parents in respect of disabled pupils, and with disabled staff, through:

- having regard to the Local Authority's advice on parent partnership.
- having an 'open door policy'.
- disabled pupils being represented on the school council wherever possible.
- information for young carers being made available to staff and pupils as appropriate.
- new staff being invited to inform the school if they are disabled during the recruitment and induction procedures.
- disabled parents and pupils being encouraged to raise disability issues during SEND review meetings and parents' evenings.

7. The Governing Body

The Governors regularly ensure that disability, access and equality issues are considered and addressed by appropriate agenda items and discussion at full Governing Body and committee meetings. Governing body discussions are accessible to all staff through teaching and non-teaching representatives, who are briefed on the plan.

There is a clear link between parents and the governing body, with active parent representatives. The democratic process elects governors within the framework of the equalities policy.

Public information and reports from the Governing body are available to read. Access issues are regularly raised at the Governor's Finance and General Purposes Committee.

8. Removing barriers to access learning

We plan to remove barriers to learning by making changes to the way we work and the way we present information. Whole school training for inclusion and access is planned. We have already started to do this by:

- having interactive whiteboards in all classrooms;
- providing carpeting and curtains/blinds to some rooms, or parts of rooms to improve acoustics;
- providing a large PC monitor in the computer suite.
- ensuring that staff and pupils are able to change readable font size on computer web-based resources; and by
- having guidance to staff on production of typed and photocopied information;
- developing guidance that worksheets and other printed material are produced in at least 12 point type, and providing all staff with a copy of the RNIB clear print guidelines;
- increasingly making teaching materials available on computer;
- routinely encouraging pupils with writing difficulties to use computers or lap tops wherever appropriate and to save written material on computer.

Staff make reasonable adjustments to allow maximum possible access to disabled pupils. Where required, staff move rooms to allow better access for disabled pupils.

The school takes steps to ensure that children with disabilities can participate in lunchtime activities, school plays or school trips, and all other aspects of school life. No pupil has been barred from an event or visit as direct result of a disability. (For instance staff have information regarding buses to hire which appropriate access and/or lift.)

The school's accessibility plan addresses physical access issues. The school has removed barriers by:

- removing a stepped main entrance, providing wheelchair accessible entrance doors, and providing high visibility handrails;
- having first aid and sickness room and accessible toilet;
- having a drop-off point for disabled pupils and parking for disabled staff and visitors near the main entrance;
- providing access ramps to most entrances;
- disseminating information to staff; and by
- having a designated staff with responsibility for health and safety, including access issues.

The school leadership team and Special Educational Needs and Disability Co-ordinator (SENDCO) are actively involved in monitoring the inclusion, mentoring and support of disabled pupils. The achievement of pupils on the SEND register are monitored, including attainment at Key Stages. The school employs Teaching and Learning Assistants and a SENDCO to better meet additional needs of pupils with disabilities.

We are working towards increased access to the curriculum. Staff are issued with detailed information regarding pupils with disabilities (who choose to disclose – see

Privacy above) via the Medical and SEND registers. Guidelines in managing disabilities which involve SEND are also made available.

The SENDCO is available for advice and consultation. Where necessary, arrangements are in place for all staff to access specialist teachers and the Local Authority's specialist staff.

Staff complete a support plan to indicate arrangements made to include all pupils in the classroom. This makes reference to the physical arrangement of the room, the use of teaching assistants, differentiation of materials and special equipment, and adjustments to teaching style and lesson delivery.

Staff are informed by the Head of pupils with disabilities, and the potential impact on their work. For example, Catering staff are briefed concerning pupils with allergies, with physical disabilities which require support in the dining hall, and those who have Autistic Spectrum Disorder or Attention Deficit Disorder which may lead to misunderstandings etc.

Access arrangements for internal and external assessments are put in place for all pupils who qualify.

Staff monitor the social relationships of disabled pupils and refer problems to the school leadership team, or SENDCO if the pupil is on the SEND register. All pupils are involved in a practical disability awareness raising.

9. Disability in the Curriculum

We aim to ensure that the curriculum represents all aspects of society. Teaching materials will include images and content that informs children about ability and disability. Where appropriate the needs of disabled people will be discussed with children, in order to improve their understanding of their needs.

10. Eliminating harassment and bullying

Discrimination, harassment and bullying of disabled individuals will be dealt with under the school's equality or behaviour policy. Circle time provides a vehicle for addressing inclusion issues such as discrimination, bullying etc

11. School Facility Lettings

The school office is responsible for lettings and deals with access issues arising.

12. Contractors and Procurement

Contractors are made aware of the needs of disabled pupils and health and safety issues arising from these by the school office manager.

The school will seek professional guidance on the procurement of specialist equipment and materials for pupils with disabilities.

13. Admissions, Transitions, Exclusions

The school's current admission arrangements follow the criteria published in the East Riding of Yorkshire Council Guide. In year applications are made directly to the head teacher.

Places are allocated strictly according to the school's admissions policy, which is anti-discriminatory. The appeals procedure takes into account disability issues. Children with a statement are prioritised.

Preparation for transition to secondary education takes account of children with special needs and disabilities.

No pupils would be permanently excluded for reasons relating to disability.

14. Employing, promoting and training disabled staff

The Head Teacher is responsible for the employment, promotion and training of staff. Staff are employed, promoted and trained in accordance with the equality policy. Staff are encouraged to disclose any disability issues that affect either them personally, or their performance. Where required, sound field systems will be made available for disabled staff, as may adjusted working hours and exemption from certain duties.

15. Impact Assessment

All staff have been canvassed about access arrangements they currently have in place. This exercise will be repeated when the DES is reviewed.

The governors discuss, at least yearly, the impact of this scheme and determine priorities.

Parents/carers are canvassed via annual reviews and their views taken into account by the governors when reviewing the DES. Close liaison is maintained between home and school to allow for concerns to be shared. Feedback from pupils with a disability, and their parents/carers, is gathered from exit interviews in year 6.

Destinations of disabled pupils are monitored.

Inclusion of all pupils with additional needs is evaluated in individual education plan review meetings and concerns raised with the SENCO and Leadership Team. The Head monitors the ongoing training needs of staff with regards to disability to anticipate future needs.

The school policies are available from the school office and individuals may comment on their effectiveness. Policies are reviewed by staff and governors on a rolling programme.

The impact of the Accessibility Plan is reviewed every three years.

16. Reviewing/Monitoring

Accessibility will be included in the Head's Annual Report to Governors (via the 'Single Equality Action Plan Report') and the plan will be reviewed every three years. The Health and Safety coordinator and Governor will report on accessibility issues termly through their 'Health and Safety' and 'Site Safety Risk Assessment' reports. The 'Action Plan' can be found within the 'Single Equality Action Plan'.