

Wheatfield Primary School

'Growing and Learning Together'

Accessibility Plan Policy

(Statutory Policy Document)

Issue No 1

July 2015



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Accessibility Plan Policy

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CHANGE RECORDS SHEET

Issue No.	Date	Summary of Change	Amended by
1	Jul 2015	New policy document to meet with new legislation.	D Hickson

SUMMARY

This policy should be read in conjunction with all other school policies. If you require further details of this policy then please refer to the Head Teacher or Deputy Head Teacher.

This policy will be reviewed every three years.

REFERENCE DOCUMENTS

- [1] Special Educational Needs and Disability Act, 2001.
- [2] The Disability Rights Commission code of Practice for Schools Disability Discrimination Act, 1995.
- [3] The SEN Code of Practice.
- [4] Accessible Schools: Planning to increase access to schools for disabled pupils DfES issue, July 2002.
- [5] Guidance for Schools and LEAs.

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MAIN DOCUMENT

1 RATIONALE

This policy covers all members of the school community and any other person connected to or has contact with the school.

2 AIMS

At Wheatfield Primary School we aim to:

- Enable the needs of all pupils to be met so that they reach their fullest potential and school standards of achievement are raised.
- Ensure that all pupils have equal access to information, the curriculum and the physical environment.
- Challenge and prevent disability discrimination in any aspect of school life by consistently restructuring existing cultures, policies and practices so that they respond to the diverse needs of all pupils.
- Create an inclusive atmosphere where all pupils are equal members of the school community.

This policy should be read in conjunction with our other policies and plans especially those for:

- Equal opportunities
- SEN
- PSHME and Citizenship
- Home/School agreement
- Behaviour

Disability equality policy and practice will be integrated into all areas of school life. This policy is linked to an action plan which in turn is incorporated into the School Development Plan.

3 GUIDELINES

The Special Educational Needs and Disability Act, 2001 [Reference 1], amends the Disability Discrimination Act, 1995 [Reference 2], to cover every aspect of education. This legislation prevents discrimination against disabled pupils and their access to education. The duties make it unlawful to discriminate, without justification, against disabled pupils in all areas of school life.

3.1 The Responsibility of the Governing Body under the Disability Discrimination Duties

3.1.1 Education and Associated Services

The Governing body is responsible for ensuring that all aspects of school life, for example, the curriculum, school polices, school trips and homework, are free from discrimination. The Governing Body is also responsible for the actions of employees and for anyone working with the authority of the school, for example, volunteer helpers, teachers from support services, those providing school meals, after school activities, or any other service that is included in the broad definition of education and associated services.

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3.1.2 Admissions

The Governing Body will not discriminate against a disabled person by refusing or deliberately omitting to accept an application for an admission to Wheatfield.

3.1.3 Exclusions

The duties also make it unlawful for the Governing Body to discriminate against a disabled pupil by excluding him or her from school for a reason relating to the pupils disability.

3.2 In Accordance with the Two Key Disability Discrimination Duties

Wheatfield Primary School does not treat disabled pupils less favourably for a reason relating to their disability and makes reasonable adjustments to ensure that they are not placed at a substantial disadvantage to those who are not disabled.

3.2.1 Actions

- The Governing body is aware of the duties under the Disability Discrimination Act.
- All staff are aware of and positively endorse these duties including teaching staff, learning support assistants, lunch break supervisors, catering staff, caretakers and others involved in providing or supporting learning.
- The policies covering admissions, education and associated services, and exclusions do not put disabled children at a substantial disadvantage.
- A review of policies, procedures and practices is ongoing to ensure that the school will not discriminate against disabled pupils or prospective pupils.
- The Head teacher is responsible for the implementation and management of this policy.
- On-going training on the law and broader issues of disability equality will be provided for all staff as the need arises.
- Disability discrimination issues will be recorded in the school incident book which is reviewed at Senior Leadership Team meetings on a termly basis.
- The Curriculum Committee will monitor incidents of disability discrimination termly and report findings to the Governing Body.
- Accessibility of the complaints procedure.
- The school makes 'reasonable adjustments', to include actions, risk assessments and the development of plans to improve accessibility for disabled pupil's overtime. The Access Plan will detail specific targets. These plans will be implemented and reviewed, and revised as necessary.
- It is recognised that pupils may have either a disability or Special Educational Need or both. The Disability Discrimination Duties are designed to prevent discrimination against disabled pupils in their access to education.

4 THE ACCESS PLAN

Accessibility planning provides a timetable of actions to facilitate:

- Improved access to the curriculum for disabled pupils.
- Physical improvements to increase access to education and associated services
- Improved provision for disabled pupils where the written format is not an appropriate form of communication.
 - Information about the accessibility plans will be published in the School Profile.

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- Implementation of the plan will be followed by regular evaluation to ensure goals and targets have been met and changes have been made.
- The Head Teacher is responsible for the implementation of the Accessibility Plan.
- Evaluation of the plan is ongoing with specific review by the SENCO and SEN Governor at termly meetings.