

INTAKE PRIMARY SCHOOL



Accessibility Plan Policy

Reviewed: October 2016

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(Deputy Head & SENCO)

This Accessibility Policy and Plan are drawn up in compliance 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.

Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of our school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Our school's previous access plans were incorporated into a Disability Equality Scheme/Single Equality Scheme and build on those foundations. This access plan includes data and consultation from those schemes where they continue to be relevant.

Definition of disability

The definition of disability under the law is a wide one. A disabled person is someone who has a

- Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Vision and values

We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Increasing the extent to which disabled pupils can participate in the curriculum

Our intention is to increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. 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. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

Target	Strategy	Responsibility	Time-scale	Outcome
Increase confidence of all staff in differentiating the curriculum	Staff meetings & Inset days. Focus of Lesson Study groups. Feedback and advice following lesson observations, learning walks and work scrutiny. CPD targets.	SMT SLT	On-going	Raised staff confidence in strategies for differentiation so curriculum is more accessible to all.
Ensure classroom support staff have training on disability issues	Half-termly TA training. Ensure staff access appropriate training courses. CPD targets.	SENCO SMT SLT	On-going	Raised confidence and knowledge of all support staff.
Ensure all staff are aware of disabled children's curriculum access	Staff meetings with a focus on SEN held a minimum of twice each term. Time given during transition periods for staff to share information.	SENCO	On-going	All staff aware of individual needs.
All out-of-school activities planned to ensure they are accessible to all	Review all out-of-school provision to ensure compliance with regulation. All staff to complete a risk assessment prior to visits and visit the venue when appropriate.	SLT Outdoor Education Co-ord	On-going	All pupils in school able to access all educational visits and take part in all activities.
Classrooms are organised to promote the participation and independence of all pupils	Review layout of furniture and move and change as and when necessary. Ensure equipment is available to support the learning process of all individuals.	All staff	On-going	Increase in access to the NC and build children's independence.

Improving access to the physical environment of the school

Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

Target	Strategy	Responsibility	Time-scale	Outcome
Ensure that all disabled pupils can be safely evacuated.	Ensure that all staff are aware of their responsibilities. Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties.	SENCO SMT	Each September As required	All disabled pupils and staff working alongside them are safe in the event of a fire.
Ensure accessibility of access to equipment required	Seek support from external agencies as and when required.	SENCO SMT	As required	Equipment is available to meet children's needs as appropriate.

