



Accessibility Policy and Plan

January 2018

Accessibility Policy & Plan 2017-2020

Introduction

This policy is compliant with Paragraph 3 of Schedule 10 of the Equality Act 2010.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Cherry Dale Primary has had three key duties towards disabled pupils under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to ensure access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of Cherry Dale Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. At the end of this document is our action plan and detail showing how the school will address the priorities identified in the plan.

Definition of disability

The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Principles

- Compliance with the Equality Act is consistent with Cherry Dale’s aims, equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person’s knowledge/parents’ knowledge of their child’s disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents’ and child’s right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for disabled pupils to the school curriculum

All pupils at Cherry Dale are given the same opportunities to take part in:

- After school clubs, suiting a variety of interests including: Arts & Crafts, Cooking, Drama, Football, Netball and Cricket.
- A broad offering of school visits throughout the year, including: Yorkshire Wildlife Park, Egyptian Museum, Cadbury World, Cannon Hall Museum, Pantomime, Cleethorpes, Wildlife Centre, Crucial Crew, Cooper Art Gallery, Yorvik Viking Centre, Science Museum, Warburtons.
- Residential visits to: Kingswood
- Cultural visits to: Local Church, Bradford Multi-Faith Centre,
- Leisure activities: Swimming, Stunt Show, Barnsley Football Club involvement
- Collaboration challenge events: Tech challenge, Maths challenge, Sports events

Actions required to further increase access to the school curriculum for disabled pupils are included in the Accessibility Action Plan (attached).

Improving access to the physical environment of the school

Cherry Dale is a purpose built building which has excellent access and facilities, therefore some facilities/matters are not mentioned within the action plan.

The physical environment is equipped with:

- Physical aids to allow better access to the curriculum including:
- Wheelchair access to the whole of the school grounds and building
- Internal doors are set at a width to accommodate wheelchair access
- Two separate disabled toilets in the school building
- Shower facilities

Improving the delivery of written information to disabled pupils

Cherry Dale endeavour to ensure that written information provided to pupils is accessible to all. Any adapted written information will be made available to pupils within a reasonable time frame. The following documents are examples of those that we have/can adapt if necessary to provide appropriate access:

- Handouts
- Letters
- Timetables
- Textbooks

Financial Planning and control

The Headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process. The Headteacher will comment in their annual Headteachers report to Governors on the accessibility plan and will identify any revisions as necessary.

Evaluation that may be useful to judge success may include:

- Success in meeting identified targets
- Changes in physical accessibility of school buildings
- Questionnaires, responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the schools ability to promote access to educational opportunities for pupils with disabilities.
- Improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs
- Recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school
- Recorded evidence that fewer pupils are being excluded from school opportunities as their needs are being more effectively addressed through the application of strategies and procedures
- Increased levels of achievement for pupils with disabilities
- Pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included
- Ofsted inspections identify higher levels of educational inclusion.

Accessibility Action Plan

a) Increasing Access for disabled pupils to the school curriculum					
Action	Strategy	People/ Resources	Timescale	Monitoring	Review
All pupils to have access to a broad and balanced curriculum.	Curriculum is reviewed regularly and as required to ensure that it reflects the needs of pupils and is in-line with the National Curriculum.	All staff, HT, SENCO	Ongoing	Planning scrutiny and learning walks/lesson observations by the SENCO.	
All pupils to have access to extra curricular activities (out of school hours) e.g. after school clubs.	Ensure access is available for all pupils including those with physical or sensory difficulties. Provide adult support if necessary. Make physical adaptations as required.	Leader of clubs, HT, SENCO, PSA	Termly when out of school clubs are issued.	Audit of attendance by the SENCO. Session observations.	
Ensure that the curriculum is fully accessible to pupils with any type of difficulty or disability.	<ul style="list-style-type: none"> Consider alternative communication systems (where appropriate). Learning is practical where possible. Visual supports are used where required Consideration is made about how pupils can communicate their ideas. 	All staff, SENCO, HT, SLT, Advisory Teachers	Ongoing	Planning scrutiny and learning walks/lesson observations by the SENCO.	
All pupils have their individual needs met through a differentiated curriculum.	Pupils on the SEND register will have personalised curriculums where it is deemed appropriate.	Class Teachers, HT, SENCO	Ongoing	Planning scrutiny and learning walks/lesson observations by the SENCO.	
Policies make reference to provision for pupils with	All policies to be reviewed. All policies to include information about 'reasonable	Subject leaders,	Upon policy review dates	Governors to ensure this is included upon	

difficulties and disabilities (particularly PE).	adjustments' and include information about the strategies and resources that could be used when planning for pupils with difficulties and disabilities.	SLT, HT.	and no later than Autumn 2019.	ratification of policies.	
Promote access to the curriculum and disability equality throughout school.	Regular review of provision in staff meetings. PHSE lessons to share views with other pupils. Assemblies to promote celebrating difference.	All staff	Sept 2017 onwards	SENCO and HT through monitoring of events and minutes from meetings.	

b) Improving access to the physical environment of the school

Action	Strategy	People/ Resources	Timescale	Monitoring	Review
Audit of accessibility of school buildings and grounds by HT.	Headteacher to liaise with Modern Schools Barnsley on an annual basis.	NW	Annually or sooner if required (e.g. if new pupil enrolls)	By Head teacher annually	
Complete PEP for member of staff that is a wheelchair user.	Headteacher to meet with member of staff annually and submit PEP to a Fire Safety Officer.	NW	Autumn Term each year	By Head teacher annually	

c) Improving the delivery of written information to disabled pupils

Action	Strategy	People/ Resources	Timescale	Monitoring	Review
Parents are given an opportunity to share their thoughts regarding access issues.	Parents to be reminded of our open door policy. SENCO to ensure that Disability Equality Questionnaires are distributed annually, analysed and acted upon appropriately.	HT, parents.	By Summer 2018	HT/SLT/SENCO to analyse responses from parents	
School to audit the possibility of implementing the use of 'buff' paper for all handouts given to pupils.	School to investigate the use buff paper in place of white paper for all work for children. Teaching staff to ensure that resources are presented to children in this way consistently.	SENCO in collaboration with staff. Resources to be purchased by school.	By Sept 2018	Work scrutiny by SLT and/or SENCO	
All audio-visual displays are accessible to all pupils e.g. colour of display reduces visual stress.	Teaching staff to ensure that all PowerPoints etc. are presented on a variety of coloured backgrounds depending on the needs of pupils in the class.	Teaching Staff	By Jan 2018	Lesson observations / learning walks termly	