

Honley CE (VC) Junior, Infant and Nursery School



Policy and Disability Access Plan

Reviewed and approved by governors	Jan 2018
Next Review Date	Sept 2018

1. Introduction

- 1.1. This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

2. Aims

- 2.1. To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

3. Principles

- 3.1. Compliance with the DDA is consistent with the Schools aims and equal opportunities policy, and the operation of the School SEN policy. We recognise our duty under the DDA (as amended by the SENDA):
 - 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. This will be as an Appendix to this Policy.
- 3.2. The School recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

4. The Main Priorities of the Accessibility Plan

- 4.1. Governors and staff to maintain their awareness of the
 - implications of the Disability Discrimination Act for the Disability and Equality Duty (DED)
 - Take into account the requirements of the act when reviewing policies
 - All School Development Plan projects to meet requirements of the Disability Equality Duty
- 4.2. Curriculum
 - All teachers, LSAs, volunteers maintain their awareness of the Disability Equality Duty in relation to equality of access to curriculum including trips and after school activities
 - As children's special needs are identified, appropriate measures are put in place, using expert advice where necessary, to develop the children as independent learners within the bounds of their disability

- Senior leadership team monitors the on-going achievement of any child identified as needing special intervention because of their Special needs.

4.3. Physical Environment

- All staff maintain their awareness about ensuring the accessibility of the physical environment
- Any new work on buildings and outdoor areas is fully in line with the DED
- Health and Safety audit monitors accessibility and medical needs and plans are put in place to make good any deficiencies.

4.4. Communications

- The school maintains a record of all pupils' and adults' accessibility needs
- All school communications meet the requirements of the DED
- Fire alarm procedures are audited in line with the DED
- Parents and carers views are sought in line with the DED

5. Making it happen

5.1. Management

- See the Accessibility Project Plan for details of activities and success criteria
- The Head Teacher is responsible for management of the Plan

5.2. Implementation

- The Accessibility Plan will be monitored by the H&S and premises.
- A report will be made on the Accessibility Plan annually as part of governors' overall monitoring.

6. Publication and availability of the plan

- 6.1. The Accessibility Plan will be made available on the school website and in the Governors' Information Centre.



DISABILITY ACCESS PLAN 2017-18
Honley CE (VC) Junior, Infant and
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Increasing Access to the Curriculum

Objective	Priority Rating			Action	Person Responsible	Resources	Timescale	Outcome
Ensure that pupils with different learning styles are shown equal value and individuals needs are catered for	H	M	L	Audit using the Basic Skills Quality Mark and Kirklees Inclusion Quality Mark Aligning practice across the whole school in teaching, learning and resourcing for children with a wide range of needs.	SENCO	Whole staff meetings and key staff for each section of the audit – some release time may be needed Awareness/Monitoring – both with peer monitoring, audits and observations – some release time needed	Renewal assessment in spring Training and specialist interventions continue throughout year	
Increase access to IT for users in school who may not have access from home.	H	M	L	Provision made within the school budget to purchase new hard and software. Software to support the new curriculum	IT leader/ HT			



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Increasing Access to the Curriculum


Objective	Priority Rating			Action	Person Responsible	Resources	Timescale	Outcome
Increase pupils access to books to support their learning	H	M	L	Class libraries relevant to children's interests, needs and topics.	LMc	Purchase books, including resourcing a wider range of guided reading books.	September and then top up throughout year	



**DISABILITY ACCESS PLAN 2017-8
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Improving the provision of information

Objective	Priority Rating			Action	Person Responsible	Resources	Timescale	Outcome
School Information accessible to visually impaired (H)	H	M	L	Large print availability through posting newsletters & policies on school website	CK / Global	Technical Support (Global)		
Improve school awareness of access needs (H)	H	M	L	1) Undertake confidential survey of building / information users to ascertain access needs and make sure they are met 2) Ask parents/carers about access needs when child is admitted to school via admission form Printed information to be posted at child height	HT/Bursar	Newsletter /questionnaire		
Improve access for wheel-chair users and shorter children	H	M	L	Change the windows on classroom doors to reach lower down the door for full visibility.	Caretaker/ SLT	Contractor to change windows – to be costed		
Improve access to printed materials for pupils	H	M	L	Colour filters and coloured exercise books to be available for pupils with Dyslexia School notices to cater for all levels of vocabulary and reading skill as far as possible.	All Teachers / ETAs/ SENCo All	Colour Gels / Transparencies/books £30 Awareness only		

		DISABILITY ACCESS PLAN 2017-18 Honley CE (VC) Junior, Infant and Nursery School			Improvements to the physical environment			
Objective	Priority Rating			Action	Person Responsible	Resources	Timescale	Outcome
All room decors to be chosen to aid those with visual impairment (H)	H	M	L	Rolling programme of redecoration as budget affords	HT	£400 per classroom	perpetual	
Ensuring that the locks on the side gates at School Street Site enable fire evacuation. Improve school awareness of access needs (H) As above	H	M	L	1) Investigate different locks that could be used safely and fit them. 2) Undertake confidential survey of building / information users to ascertain access needs and make sure they are met	HT/ GB HT/Bursar	£100 devolved capital Newsletter /questionnaire		