

Huntspill Community Federation



West Huntspill Primary School
East Huntspill Primary School



ACCESSIBILITY PLAN

Lead Person: Derek Nevell
Committee: Business
Policy Date: Autumn Term 2018

Introduction: This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN & 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.

The purpose of the accessibility plan is to:

- i. Increase the extent to which disabled pupils can participate in the curriculum;
- ii. Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; &
- iii. Improve the availability of accessible information to disabled pupils

West & East Huntspill School buildings are well placed to meet the needs of disabled pupils:

- i. all classrooms in the main school are on the ground floor;
- ii. use of these classrooms can be rotated to meet pupils' needs;
- iii. all public-access rooms, including front & back entrances, toilets & hall are on the ground floor.
- iv. Access to the school site can be made without using stairs or steps.
- v. There is a disabled toilet on the East Huntspill site

Definition of Disability: Disability is defined by the Disability Discrimination Act 1995 (DDA): "A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities".

Key Objective: To reduce and eliminate barriers: to have access to the curriculum and to enable full participation in the school community; for pupils, prospective pupils and our adult users with a disability.

Principles:

- i. Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- ii. The school recognises its duty under the DDA (as amended by the SENDA):
 - a) not to discriminate against disabled pupils in their admissions & exclusions, & provision of education & associated services
 - b) not to treat pupils with a disability less favourably
 - c) to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - d) to publish an Accessibility Plan.
- iii. In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).
- iv. The school recognises and values parents' knowledge of their child's disability & its effect on his/her ability to carry out normal activities, & respects the parents' & child's right to confidentiality.
- v. The school provides all pupils with a broad & balanced curriculum, differentiated & adjusted to meet the needs of individual pupils & their preferred learning styles; & endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:
 - a) setting suitable learning challenges
 - b) responding to pupils' diverse learning needs
 - c) overcoming potential barriers to learning and assessment for individual & groups of pupils.

Activities: This section outlines the main activities which the federation will undertake, & is planning to undertake, to achieve the key objective:

Physical Environment:

- i. The school will take account of the needs of pupils & other users with physical difficulties & sensory impairments when planning & undertaking future improvements & refurbishments of the site & premises, such as improved access, lighting, acoustic treatment & colour schemes, & more accessible facilities & fittings.

Delivery of the Curriculum:

- i. School staff receive training in making the curriculum accessible to all pupils, & are aware of its importance.
- ii. The school will continue to seek & follow the advice of LA services, such as specialist teacher advisers & SEN inspectors/advisers, & of appropriate health professionals from the local NHS Trusts.

Linked Policies:

This Plan will contribute to the review & revision of related school policies, e.g.

- i. Federation Development Plan
- ii. SEN policy

- iii. Equal Opportunities policy
- iv. Curriculum policy
- v. Supporting pupils with medical conditions

IDENTIFYING BARRIERS TO ACCESS: A CHECKLIST			
FOCUS	QUESTION	ANSWER	POSSIBLE IMPROVEMENTS
PHYSICAL ENVIRONMENT	Does the school site allow access for all pupils?	Partially West Huntspill Autism Base classroom has steps which would prevent wheelchair access. No disabled toilet East Huntspill KS2 classroom has steps which would prevent wheelchair access.	Consider ramps for wheelchair access at both sites. Consider disabled toilet at West Huntspill.
	Can pupils who use wheelchairs move around the school without experiencing barriers to access?	As above for both sites.	As above for both sites.
	Are emergency & evacuation systems set up to inform ALL pupils, including pupils with SEN & disability?	Yes - staff are aware of need to support pupils & visitors who need assistance in the event of an emergency or evacuation.	Ensure that visitors make the school office aware of any assistance that might be required in the event of an emergency or evacuation.
	Are steps made to prevent the exclusion of people with disabilities that affect their hearing & vision from arranged events? E.g. considering a room's acoustics, noisy equipment & presentation of material.	Yes - staff are aware of need to take account of any pupils with disabilities.	SENCo to remind all staff of need to support pupils with disabilities.
DELIVERY OF THE CURRICULUM	Do you ensure that teachers and teaching assistants have the necessary training to teach & support disabled pupils?	Yes - staff will be provided with training to teach & support disabled pupils in line with appropriate professional advice.	Staff to have access to appropriate CPD as & when required.
	Do staff seek to actively attempt remove barriers to learning & participation?	Yes - professional expectation on all staff to remove barriers to learning & participation	SENCo to support staff in identifying & supporting pupils with disabilities.
	Are pupils equally valued?	Yes - equality policy demands professional expectation on all staff to value pupils equally.	Staff to be reminded of expectations within equalities policy.

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