

The Asfordby Hill School



Accessibility Policy and Plan

This Policy Links With: SEN Policy School Development Policy Equal opportunities Curriculum Policy	
Recommended:	
Statutory:	
Date Reviewed:	October 2017
Date of Next Review:	October 2021
Committee Responsible for Review:	
Signature of the Chair of Governors:	

Introduction:

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.

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, where possible, eliminate barriers for pupils, and prospective pupils, with a disability in order that all can access the curriculum and to fully participate in all aspects of daily life at Asfordby Hill Primary School.

The school is built as a single level structure. There is access to all areas, including stair cases in the building. Therefore, no major building needs to be done to accommodate pupils with disability as defined by the DDA.

Principles:

Compliance with the DDA is consistent with Asfordby Hill Primary School's aims and Equal Opportunities Policy, and the operation of the SEN policy. Asfordby Hill Primary School recognises its 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.

In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002). Asfordby Hill Primary 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.

Asfordby Hill Primary School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.

All our work is underpinned by our values as a school. We also endorse the key principles in the National Curriculum 2014 framework, which underpin the development of an inclusive curriculum

*whereby every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

*Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard.

They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Teachers should use appropriate assessment to set targets which are deliberately ambitious by:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

a) Education & related activities:

Asfordby Hill Primary School will continue to seek and follow the advice of, Local Authority (LA) services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS.

b) Physical environment:

Asfordby Hill Primary School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.

c) Provision of information:

Asfordby Hill Primary School will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Accessibility Action Plan See attached (Appendix A)

Linked Policies

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

- School Development plan;
- SEN policy;
- Equal Opportunities policy;
- Curriculum policies.

The plan is also available by e-mail, or in an enlarged print version, on request to the Head Teacher.

APPENDIX A

INCREASING ACCESSIBILITY

STRAND A: GENERAL

	TARGETS	ACTIVITIES	TIME FRAME	MONITORING	SUCCESS CRITERIA
SHORT TERM	Curriculum policy to include explicit statements on equality with the aim of developing all children as independent learners within the boundaries of any limitations they may have	<ul style="list-style-type: none"> • Review the school's overall curriculum policy • Communicate reviewed policy and implications to school staff 	TBC	HT report to Governors Sept 2017 TBC	Reviewed policy in place and communicated to staff
MEDIUM TERM	All policies to reflect equal opportunities and accessibility for all	<ul style="list-style-type: none"> • Review policies on a rolling programme liaising with staff and Governors where appropriate 	Ongoing	Policies ratified by Full Governing Body at their meetings	Reviewed policies in place and appropriate procedures followed as stated in individual policies
LONG TERM					

INCREASING ACCESSIBILITY

STRAND B: CURRICULUM

TARGETS	ACTIVITIES	TIME FRAME	MONITORING	SUCCESS CRITERIA
Ensure classroom support staff have specific training on disability issues	<ul style="list-style-type: none"> •Be aware of staff training needs •Staff access appropriate CPD •Online learning modules if required 	Ongoing	HT, SENCo, all Staff, Governors	Raised staff confidence in strategies for differentiation and increased pupil participation
All school trips are fully accessible	<ul style="list-style-type: none"> •Class Teachers (CT's) completing the trip risk assessment include consideration of the accessibility of the trip 	Ongoing	HT includes accessibility considerations in the review of each trip risk assessment	All trip risk assessments include relevant information where appropriate
Staff to develop their expertise and of ICT as a tool for teaching	<ul style="list-style-type: none"> •SENCO to seek advice from SENA about ICT programmes & software for use in school 	Ongoing as new software is developed	SENCO/HT/SEN Governor to feed back to Governors through reports	Appropriate software in place & being used to support pupil progress across the curriculum
Children with an Educational Health Care Plan, or receiving 'School Support' can access the curriculum at the appropriate level	<ul style="list-style-type: none"> •Children with SEN have Individual Education Plans (IEP's) including support from Learning Support Assistants (LSA's) as appropriate. •Teachers differentiate the curriculum to ensure pupils can access it at their own level 	Ongoing	SENCO/HT monitor IEPs and their implementation. SENCO/ HT reports keep Governors informed	Children with SEN make expected and appropriate progress in their learning
Children without good understanding of English are supported in their learning	<ul style="list-style-type: none"> •Develop a personal plan of support, following school assessment, with advice from LA specialists and following the recommendations of Learning Support Team if appropriate 	Ongoing	Ongoing SENCO/HT/CT monitor progress and report to Governors	EAL children are quickly assimilated into full school life and their learning progresses well

INCREASING ACCESSIBILITY

STRAND C: PREMISES

PRIORITY	LEAD PEOPLE	STRATEGY/ACTION	RESOURCES	TIME SCALE	SUCCESS CRITERIA
Improvement of facilities for disabled pupils and members of the public	PJM/GOvs	Disabled toilet to be installed	Devolved capital	Summer 2019	Increased access for those with a disability
Hand and grab rails	PJM/YW	Maintain and replace as appropriate	H&S Budget	Ongoing	Accessibility to all areas of grounds and building.

INCREASING ACCESSIBILITY

STRAND D: COMMUNICATIONS

TARGETS	ACTIVITIES	TIME FRAME	MONITORING	SUCCESS CRITERIA
In addition to the curriculum activities: If a child has specific disabilities, modifications are made to key H&S, discipline and learning facilities to ensure the child's safety and progress as an independent learner	Parents and specialist advisers are consulted about what are the specific changes required	Ongoing as required	Governors through visit and reports, HT through monitoring & assessment, LA as appropriate	Child, parents and specialist advisers content with new provisions and relevant progress being made across the curriculum

Asfordby Hill Primary School SCHOOL ACCESSIBILITY PLAN – 2016 TO 2019

Access to the Curriculum					
PRIORTY	LEAD PEOPLE	STRATEGY/ACTION	RESOURCES	TIME SCALE	SUCCESS CRITERIA
Develop an autism friendly school	Senco	Training provided for all staff to level 2 standard	SEN budget	September 2016 and January 2017	Increased access to curriculum for autistic pupils Completed
Appropriate ICT equipment	ICT Co-Ordinator	Effective ICT plan	ICT budget/fund raising	Plan in place and reviewed and a regular basis	Needs of pupils met
Improve Emotional Support	ELSA Assistant	Identify pupils who need ELSA support and create a plan for them. Give individual or small group therapy as required.	Pastoral time	Immediate and ongoing	Pupils emotional needs are supported to enable them to be included
Medical information available for all pupils with additional needs	SLT/Senco	Medical information given to all class teachers and displayed in classes for supply teachers	SLT/Senco time	Immediate and ongoing	Pupils can participate in all activities by effective management of medical condition