



2017

Accessibility Policy and Plan

Policy Document

Date created	25 Jan 2017
Date approved	29 Jan 2017
Date of next review	Spring 2019

Status:

Statutory

Purpose:

Curridge Primary School recognises disabilities in line with the Equality Act 2010. Many children who have Special Educational Needs (SEN) may have a disability under this act. i.e. 'a physical or mental impairment, which has a long- term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. '

We believe that all stakeholders have a duty to take an anticipatory and proactive approach to the assessment of current accessibility; to identify barriers to access or inclusion and review the ways in which its current arrangements might prevent or hinder disabled pupils from accessing education and all other aspects of school life. The review of access must cover the physical environment; the provision of auxiliary aids and services; teaching and learning practices; the curriculum; staff training; the culture and ethos of the school and the provision of written information. In carrying out access audits and reviews, schools must aim, where possible, to consider information relating to possible future needs either on an individual or general basis. Having identified barriers to access for disabled pupils, actions must be devised to eliminate the barriers. This process should include listing all of the necessary adaptations (including realistic cost estimates if possible). Actions may be subdivided into categories such as staff training; teaching and learning practices; refurbishment and maintenance; minor capital expenditure; and major capital expenditure. In devising actions, schools should draw up short, medium and long-term priorities and devise strategies to address these with clear implementation arrangements and a timeframe for work. Objectives must be specific and measurable.

These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Where priorities involve capital works, prioritisation will need to be accomplished collaboratively with the Local Authority. In devising actions, schools must bear in mind the need to resource the accessibility plans adequately. This means incorporating the estimated cost of implementing the plan into current and future budget planning.

We believe that this accessibility plan is compliant with current legislation and requirements as specified in Schedule 10, relating to disability of the Equality Act 2010 and is in line with the latest Special Educational Needs (SEND) Code of Practice, May 2015. Schools have a duty to publish information about the admission of disabled children; the steps taken to prevent disabled children being treated less favourably than others; the facilities provided to assist access of disabled children and their accessibility plans. Duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions (SEND Code of Practice 2015 p25-26 1.27-8 refer). Access arrangements should be considered as part of SEN planning and review.

Relationship to other policies and documents

This Accessibility Plan should be read and reviewed in conjunction with the Equality Act 2010; SEND Code of Practice 2015; Children and Families Act 2014 and Curridge Primary School's SEN Information Report, which is a statutory requirement in line with the Special Educational Needs and Disability Regulations, 2014. This policy also relates to the School's Code of Conduct and Equality Commitment and Objectives in addition to policies on Child Protection and Safeguarding; Curriculum; Equality and Inclusion; EYFS; Health and Safety; Home School Agreement; Learning and Teaching; Education of Looked After Children (LAC); Race Equality; Sex & Relationships; Personal Social, Health and Economic Education (PSHE); Staff Induction; Special Educational Needs and Whistleblowing.

Monitor and review

The Governing Body and the Headteacher are responsible for monitoring this Accessibility Plan.

The Governing Body and the Headteacher ensure that all appointment panels give due regard to this plan.

The Headteacher is responsible for ensuring that all Staff are aware of this plan and that all Staff apply these guidelines fairly in all situations.

The Governing Body will oversee, review and update this plan every three years.

Policy approved by the FGB on 25th January 2017

Priority	Action Required	Success Criteria	Timescale	Responsible Person(s)
Ensure any changes to provision – curriculum, premises or other meet with requirements of Equality Act 2010	All stakeholders informed of changes in advance of situation where possible. School Change Team set up when necessary. Monitor and review where necessary	Appropriate provision in place enables improved access to the curriculum	September 2017– September 2017	Headteacher Leadership Team Inclusion Leader Safeguarding and Environment Committee
Ensure all related policies which directly link to the Equality Act 2010 are in place and are monitored and reviewed in line with the act's guidelines	Review policies for relevant links Incorporate into Accessibility Plan	DfE reflects appropriate guidelines from relevant policies e.g. Equal Opportunities and Inclusion, to the benefit of disabled persons regarding access to premises and curriculum	September 2017– September 2017	Headteacher Leadership Team Full Governing Body All Staff
Information regarding provision for disabled pupils (including the curriculum requirements, admissions and services) communicated to public	All information with regard to disability published on school website under 'SEND' and made available directly from school	Parents/carers feel fully informed to enable them to make correct choice of school for their child and will be reassured that there will be no discrimination towards pupils who are disabled	September 2017– September 2017	Headteacher Leadership Team Full Governing Body
Identify opportunities to make changes to both indoor/outdoor environment to accommodate disabled pupils	Audit building and school site to allow for access for all disabilities Included in SDP. Doors for easy access e.g. EY door between in and out doors to be replaced	All areas within the school site (both indoor and outdoor accessible)	April 2017 – September 2017	Headteacher, Inclusion Leader SEN/S&E Governor School Business Manager S&E Committee
Improvements to facilities for disabled use	Improvements made to designated toilet area and facilities for the disabled	Disabled pupils do not feel discriminated against	April 2017 – May 2017	Headteacher Inclusion Leader SBM SEN/S&E Governor S&E Committee
Identify pupils with disabilities either on entry into the school or as the disability arises in order to make appropriate provision in preparation	Prior progress reports and SEN reports studied Professionals from external agencies consulted Appropriate provision e.g. intervention put in place and resources purchased Accessibility monitored amend Plan	Early identification ensures all disabilities catered for	April 2017 – September 2017	Headteacher Inclusion Leader School Business Manager Teaching Staff

Determine the disability requirements of our parents, carers, other stakeholders and visitors	New Parents are consulted regarding pupils on admission and other stakeholders consulted regularly via Inclusivity Survey. Parent Focus Group created School Council consulted regularly. Headteacher report to Governing Body. Accessibility monitored - Plan & SDP amended accordingly. Training requirements monitored according to pupil need	Views of Parents, Pupils and other Stakeholders taken into account in the development of a comprehensive Accessibility Plan, which enables inclusion for all.	July 2017- July 2017	Headteacher Inclusion Leader Safeguarding & Environment Committee School Business Manager Subject Leaders
Provide staff training according to individual needs of disabled pupils as appropriate	Training requirements monitored according to pupil need	Pupils with disabilities will have improved access to the curriculum	July 2017- September 2017	Headteacher Inclusion Leader
Identify opportunities to enhance learning and instances where there are barriers to learning using ICT	Audit ICT access and technologies for disabled use meeting between inclusion leader, ICT leader and class teachers. Consult WBC ICT manager and SEN Support Team Appropriate resources purchased and installed incorporated into 2 year rolling ICT Program	All disabled children will have improved access to curriculum and Learning is enhanced through ICT	April 2017 – May 2017	Headteacher Inclusion Leader SBM SEN/S&E Governor S&E Committee
Consider provision for those with visual impairment	Research into correct signage surface markings and lighting inside and on approach to buildings. Handrails installed where necessary check for red and green print in classrooms; inclusion leader to Check RNIB guidelines. Changes made as appropriate	Appropriate Signage which caters for any impairments involving sight or colour will enable pupils with visual impairments to have improved access to the curriculum	January 2018 - May 2018	Headteacher Inclusion Leader Safeguarding & Environment Committee School Business Manager
Consider provision for those with hearing impairments	Staff training on hearing impairments updated as necessary. Audit of resources planned provision with all parties i.e. School, parents, Pupil, and agencies	Improved access to curriculum has a beneficial impact on learning	July 2018- September 2018	Headteacher Inclusion Leader