



St Chad's C of E Primary School Accessibility Policy



St. Chad's C. E. Primary School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

We define disability as: 'a person who has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities.'

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

We recognise our duty under the Disability Discrimination Act ('95) as amended by the SENDA (2001):

"from September 2002, it will be unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services¹"

Schools and LEAs must:

- not treat disabled pupils less favourably;
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty); and
- that Local Education Authority and school governors have the duty to publish Accessibility Strategies and Plans.

¹ Preparation for entry to the school, the curriculum, teaching and learning, classroom organisation, timetabling, grouping of pupils, homework, access to school facilities, activities to supplement the curriculum, school sports, school policies, breaks and lunchtimes, the serving of school meals, interaction with peers, assessment and exam arrangements, school discipline and sanctions, school clubs and activities, school trips, the school arrangements for working with other agencies, preparation of pupils for the next phase of education.

The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery. The school will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.

Scope of the Plan

St. Chad's C. E. Primary School aims to cover three main strands of the planning duty, subject to financial constraints. These include:

1. Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, curbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

In maintained schools the provision of a special piece of equipment or extra assistance will be made through the SEN framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEN but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

2. Increase the extent to which disabled pupils can participate in schools' curriculum; improve the delivery of information to pupils with disabilities.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Schools will be expected to plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual pupils.

This part of the duty also covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as

Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

3. Employees and Others involve in the School Community

This section of the planning duty relates to the needs of school employees, parents, carers and the wider school community. Information relating to the needs of employees and parents/carers will be updated and collated regularly to ensure that appropriate provision can be made.

Aims

St. Chad's C. E. Primary School aims to include all pupils, including those with disabilities, in the full life of the school. Staff have been trained, supported and everyone is confident in their ability to provide for the range of care and support the children need. Carefully considered planning, combined with open and collaborative decision making, has resulted in appropriate responses to individual need. Parents have high regard for the way the school attends to the well being of all the children.

Our strategies to do this include:

- having high expectations of all pupils;
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama;
- planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate;
- following an admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly;
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities;

- planning the physical environment of the school to cater for the needs of pupils with disabilities;
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training;
- by providing written information for pupils with disabilities in a form which is user friendly;
- by using language which does not offend in all its literature and make staff and pupils aware of the importance of language; and
- by examining our library and reading books to ensure that there are examples of positive images of disabled people.

Actions to ensure equality for pupils with disabilities

1. We will improve disabled access wherever practicable.
2. We will ensure that improvements are made to buildings and access, to ensure that a person with a disability is not limited by the school's infrastructure. We feel that any disability should not preclude a person from taking part in the development of the person's education.
3. The Governing Body will report on developments to improve the infrastructure and accessibility within reports from the Buildings Committee.

Other related school policies

Equality for disabled pupils forms an intrinsic part of all of the school's policies and is supported by the school's other policies (updated in accordance with the school's policy/procedure review cycle) including:

- **Teaching and Learning**
- **Equal Opportunities Policy**
- **Social Interaction/Behaviour Policy**
- **L.A. Admissions Policy/Criteria**
- **School Improvement Plan**
- **School Asset Management Plan**
- **Policy for School Trips and Excursions**
- **SEND policy**
- **Exclusions policy**

Procedures for the:

- **administration of medication;**



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- **management of personal care and toileting and**
- **moving and handling**

Monitoring

St. Chad's C. E. Primary School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

We will monitor:

- **Admissions**
- **Attainment**
- **Attendance**
- **Exclusions**
- **Selection & recruitment of staff**
- **Governing body representation**

Views of those consulted during the development of the Accessibility Action Plan

The current plan has been informed through the involvement of members of the SLT, disabled parents, and parents/carers of disabled children through consultation and developmental activities. This has ensured the school has sought out the views and aspirations of members of the school community in determining its priorities for improvement.

Publications for Guidance

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| Accessible Schools: Planning to increase access to schools for disabled pupils | <i>Issued to all schools in June 2002 (DfES Publications)</i> |
| Schools Disability Code of Practice | <i>Disability Rights Commission (DRC)</i> |
| SEN Code of Practice | <i>DfES</i> |
| DfES Guidance on Inclusive Schooling | <i>DfES</i> |
| National Curriculum 2000 Inclusion Statement | <i>DfES</i> |
| DfEE: Access for disabled people to school buildings (BB91) | <i>The Stationary Office</i> |