



Accessibility Policy

2020

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995, as amended by the SEN and Disability Act 2001 (SENDA), which places a duty on all schools to plan to increase over time the accessibility of the school for disabled pupils and to implement their plan.

It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils," issued by the DfES in July 2002.

Definition of Disability

Disability is defined as follows by the Disability Discrimination Act 1995:

"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."

Some children defined as disabled, who for instance have arthritis, may not be defined as having SEND. Some children defined as having SEND, who for instance may have a behavioural difficulty, may not be defined as being disabled. The plan addresses the needs of children with learning difficulties and disabilities.

Planning Duty

The school recognises its duty under the DDA (as amended by SENDA):

☑ Not to discriminate against disabled pupils in its 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

☑ Skelton Community Primary School is committed to an inclusive curriculum and increasing access to the school's facilities for all by:-

1. Increasing the extent to which disabled pupils can participate in the school's curriculum. This covers teaching and learning, and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
2. Improving access to the physical environment of the school. This covers improvements to the physical environment of the school and physical aids to access education.
3. Improving the delivery of written information to disabled pupils. This will include planning to make the written information that is normally provided by the school to its pupils, available to disabled pupils.

Consultation with pupils, parents and disabled people

As a school we have actively engage with all stakeholders in order to acquire their views on what the barriers to disabled students accessing the setting's education in terms of:

☑ Their participating in the curriculum on offer:

☑ Improving their access to the physical environment.

Audit of existing policies, procedures and practices/provision

We have used the Setting Curriculum Checklist and Setting Accessibility Checklist to audit our existing policies, procedures and provision

Audit of existing provision

As result of a whole school audit the following has been identified:

1. Curriculum

- ☐ Inclusive venues for residential visits have been identified.
- ☐ A range of intervention programmes are available to support children with learning difficulties and disabilities as laid out in our SEND report.
- ☐ All pupils are encouraged to take part in a range of physical activities.
- ☐ All school visits and clubs are available to all pupils.
- ☐ Staff are trained in the administration of medicines, where applicable.
- ☐ There is a full and varied programme to support transition including liaison between pre-school providers and secondary school providers to ensure pupils' diverse needs are met.

2. Physical Environment

- ☐ The school is fully wheelchair accessible.
- ☐ The school has ramped entrances so that provision can be tailored to need.
- ☐ Further development needs to take place so that all doors are wheelchair accessible (new fire doors).
- ☐ The pre-school has a changing bench for pupils with continence difficulties.
- ☐ There are 2 accessible toilets with hand rails and shower facilities for pupils and adults.
- ☐ An accessible parking space is allocated/marked and kept available for use when needed
- ☐ A hearing loop for community use is needed for the main reception area and assembly hall.
- ☐ Colour contrasting décor is part of the on-going maintenance programme, along with the marking of step and kerb edges.
- ☐ The emergency evacuation system does not have both visual and auditory components.
- ☐ All rooms require re-numbering and to have appropriate door signage.

3. Written Information

Upon request school will investigate the conversion of documents to alternative formats, drawing on advice from the Support Services.

- ☐ The school uses Language Line if needed for translation. Further advice is sought from the Ethnic Minority Service when needed.
- ☐ The school aims to keep up to date with available technology and practices to support individual pupils with learning difficulties or disabilities, drawing on advice from the Support Services.

☒ Staff may need to be trained in the use of symbol software (Communicate in Print) for non-readers (pupils and parents).

Policies

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND Policy The Access Plan will contribute to the review and revision of related school policies.

Reviewing, Monitoring and Evaluating the Plan

1. Adequate resources will be allocated to enable implementation of the plan.
2. The plan will be informed by feedback from parents, pupils and people with disabilities.
3. The plan will be kept under review and revised as necessary.
4. The plan will be published in the School Prospectus and is available on request, along with comment about progress.
5. The plan will be subject to monitoring by OFSTED during inspections.

Written October 2020

Review October 2023

Head of School: Hannah Smithson

Chair of Governors: Judy MacDermot

The plan is available in the following formats, on request to:

Skelton Community Primary School, school office. Enlarged print version. Translated to a variety of languages.

	Targets	Strategies/Who is responsible	Outcomes/success criteria	Timescales	Goals achieved
Access to the physical Environment	Colour contrasting décor is part of the on-going maintenance programme, along with the marking of step and kerb edges.	SENDco/Head of School	Rooms available for visually impaired.	Ongoing	Ongoing
	A hearing loop for community use is installed in the main reception area and assembly hall.	SENDco/Head of School	Facilities available for the hearing impaired.	As required	
	Emergency systems to have visual alarms	Head of School	Visual alarms fitted	As required	
	All internal doors accessible for wheelchair users.	Head of School	Doors to be wheelchair accessible.		September 2020
Access to the curriculum	Learning aids to be produced.	SENDCo	SENDCo work with staff to develop learning aids appropriate for pupils with SEND	As required	Ongoing
	Intervention training for support staff	SENDco/Head of School	Support staff able to work with increased knowledge and provide appropriate resources for pupils	Ongoing	Ongoing
	Staff to be trained to meet individual medical needs of pupils where applicable.	SENDco/Head of School	Staff complete training for specific needs.	As required	Ongoing
	Termly learning support meetings to take place to assess and address pupil's needs.	SENDco/Head of School and Class Teacher	Pupil needs reviewed and being addressed termly.	Ongoing	Ongoing
Training for teachers on differentiating the curriculum for disabled children as required.	SENDco/Head of School and Class Teacher	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Ongoing	Ongoing	

<p>Access to information in alternative formats</p>	<p>Ensure signage is suitable for non- readers and is clear and well placed.</p> <p>The school makes itself aware of the services available through its LA for converting written information into alternative formats.</p>	<p>Head of School</p> <p>SENDCo/Head of School</p>	<p>Increased signage in school. Further signage to be implemented related to specific needs as appropriate. (non- written) If needed the school can provide written information in alternative formats.</p> <p>Delivery of information to disabled pupils/families</p>	<p>As required</p>	<p>Ongoing</p>
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