



***The Ruskington
Chestnut Street CofE Primary School***

ACCESSIBILITY POLICY

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Ruskington Chestnut Street Church of England Primary Academy

SCHOOL ACCESSIBILITY PLAN

Rationale: introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a

substantial disadvantage;

- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils, prospective pupils and/or adult users with a disability (if required) in the three areas 2A, 2B and 2C, required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school;
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Definition of disability under the Equality Act 2010: which states disability as being 'a physical or mental impairment that has a substantial and long term adverse effect on a person's ability to carry out normal day to day functions.

1 Purposes

1A: The purpose and direction of the school's plan

Ruskington Chestnut Street Church of England Primary Academy values all of its pupils and all pupils will be afforded equality of access and opportunity.

The school will not directly or indirectly discriminate against Stakeholders, including all members of the school community or applicants for vacant posts, on any grounds – including those of Age, Gender, Race, Ethnic Origin, Religion and Belief, Sexual Orientation, Nationality, Social Class or Disability.

The school is not complacent about the level of facilities it provides. We are committed to affording access to the premises and curriculum for all pupils.

Where specific needs are identified, necessary actions will be considered in consultation with external agencies including medical professionals and education support services to enable all pupils to have full access to the premises and the curriculum.

1B: Information from pupil data and school audit

We take the following steps to collect information about our pupils and the disabled pupils for whom we are planning:

- • Liaison with Nursery providers.
- • Liaison with professionals.
- • Information from the local authority.
- • School Census.

Teachers are provided with comprehensive information about their new pupils in September or on admission.

We provide opportunities for discussion and collection of information about the nature of our school, its strengths and areas for development in ensuring access for disabled pupils to all areas of the site and the curriculum. These take place in:

- • Teacher's meetings.
- • Governor committee meetings.
- • Termly health and safety walks.

1C: Views of those consulted during the development of the plan

The 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.

Actions:

- • To develop formal consultation with parents and other stakeholders.
- • To develop some formal consultation with disabled pupils with parental consent and at an appropriate age.

2 School Accessibility Plan

2A: DDA development: 'Increasing the extent to which disabled pupils can participate in the school curriculum'

School needs to ensure that any pupil with a physical impairment has access to the school curriculum inc Educational Visits (see our SEND Information Report).

Actions:

- School to implement a continuous review of the specific needs of pupils with a disability to ensure that they have equality of access to life preparation learning. The use of other professional partners (e.g. occupational therapist, physiotherapy, paediatrician etc) would be made available where necessary.
- School staff would receive training in making the curriculum accessible to all pupils in order to effectively meet the diverse abilities and disabilities of all pupils.
- Deciding how the implementation of specific strategies such as flexible or reduced timetabling, nurture groups, counselling provision, access to therapy can enhance attendance and participation.
- Identifying how classroom support arrangements such as deploying teaching assistants inc 1:1 support would be provided to aid inclusion where appropriate. This includes providing IT to contribute and enhance learning opportunities.
- In 2016-17 inc 1:1 teaching assistant support to two pupils during unstructured times (break and lunch times) and PE sessions to ensure their own safety.
- Makaton update training to be provided to school staff (1:1 teaching assistant in October/November 2016).
- Support provided to develop social skills.
- Daily activities to allow practice of gross motor skills and differentiated activities in PE

to ensure access to the curriculum from September 2016.

2B: DDA development 'Improving the physical environment of the school to increase the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school'

The school site has disabled access apart from fire exits to most classrooms. Access to security doors is via push buttons. Designated parking spaces x1 with drop kerb access from the car park to the pavement leading into school at the front entrance.

Actions:

- School would need to consider where the physical environment would act as a barrier to learning for those with impaired mobility. School would need to provide ramp access from the class fire exit, hall fire exits and rear door if a pupil joins school with a physical impairment which affects access to the curriculum. School would need to consider the surfaces of ramped areas to ensure compliance with current legislation.
- The learning environment would need to be enhanced with adapted chairs and sloped boards for writing, large keyboard etc dependent on the needs of the pupil(s).
- To consider the availability of small teaching areas for group work and 1:1 interventions.
- Integrate any developments onto the School Improvement Plan (SIP).

2C: DDA development: 'Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled'

Specific amendments to the presentation of written information will be made on an individual basis. School would provide enlarged versions of text and pictures. 2 classes have a high definition LED screen for improved visibility.

Actions:

- • The programme to replace IWBs with HD touch screen technology to continue in the financial year 2016-17.
- • The school would investigate the possibility of making newsletters etc available in different formats to parents and the wider community should this be required.
- • The recommendations of external agencies will be actively considered when considering implications and changes required. (Example: laptop provision for pupils with sight difficulty or Specific conditions where sustained writing is challenging.)
- • School to provide access to a range of practical activities as included in EHC Plan for a pupil from September 2016.
- • Further visual aids have been highlighted in EHC Plan for a pupil which are to be provided from September 2016.

3. Implementation

3A: Management, coordination and implementation

The Governing Body takes responsibility for ensuring that this plan is delivered during a reasonable time scale. Specific items will be included in the School Improvement Plan where appropriate and their implementation monitored in the usual way as part of the self evaluation process.

3B: Access

Information about this plan will be available on the school website. In line with all school policies, a hard copy will be available for viewing on request.

This policy will be reviewed in T1 2018.