



Accessibility Policy

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Author: - J M Wilson / F Colley

Accessibility Policy

Mission Statement

"Let the light of Christ shine in us all."

INTRODUCTION

The schools' duties around accessibility for disabled pupils are: -

Schools and Local Authorities need to carry out accessibility planning for disabled pupils.

These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010 and the Disability Discrimination Act 2005 (DDA) requires the Governing Body to: -

- Promote equality of opportunity for disabled people. Pupils, staff, parents, carers and other people who use our school or may wish to.

This Accessibility Plan and the accompanying Action Plan, sets out how the Governing Body will improve equality of opportunity for disabled people. The SEND Code of Practice and Disability Act 2010 extended the DDA to cover education and therefore the Governing Body has three main duties towards disabled pupils: -

- not to treat disabled pupils less favourably for reasons related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- 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 in the three areas 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 to increase the extent to which disabled pupils can take better advantage of education, benefits, facilities and associated services.
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that our school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an Action Plan, [Appendix 1] showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the Accessibility Plan the school has set the following priorities: -

- to provide safe access throughout the school for all school users, irrespective of their disability.
- to ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs
- to provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible

At St Cuthbert's R.C. Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school Vision Statement, which states: -

- Our shared vision at St Cuthbert's is to provide a welcoming, aspirational environment which empowers all children to learn to their full potential and equip them with the life skills necessary for the future.

It is the responsibility of the whole school community to implement our vision in a manner which promotes the inclusive ethos of our school.

THE INVOLVEMENT OF DISABLED CHILDREN AND YOUNG PEOPLE, STAFF AND PARENTS

In preparing this Accessibility Plan, pupils, parents and governors were involved as described in the Disability Equality Scheme. It has been informed by analysis of pupil and staff data and additional information gathered.

According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

St Cuthbert's R.C. Primary School Primary School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents: -

- Special Educational Needs and Disability
- Inclusion

This plan considers the following three areas as identified in the introduction: -

- Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation.
- Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment.
- Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally

INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM

The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the Local Authority and Educational Psychology Service, the SENCO manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

The school Inclusion Team provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. The school works closely with specialist services including: -

- Hearing Impaired Children's Service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and Physiotherapists
- Speech and Language Therapy

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by St Cuthbert's R.C. Primary School Primary School.

IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PERSONS

Staff are aware of the services available through the Local Authority.

Policy monitoring and review:

This policy will be reviewed every three years by the Governing Body

IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT ST CUTHBERT'S					
TARGET	STRATEGY	OUTCOME	RESPONSIBILITY	TIME FRAME	ACHIEVEMENT
Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats	The school will be able to provide written information in different formats when requested for individual purposes	SLT / Inclusion Team	Spring 2016	Delivery of information to disabled pupils improved
Make available school brochures, newsletters and other information for parents in alternative formats when specifically requested	Review all current school publications and promote the availability in different formats when specifically requested	All school information available for all who request it	SLT / Inclusion Team	Spring 2016	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice on alternative formats and use of IT software to produce customized materials when specifically requested	All school information available for all who request it	SLT / Inclusion Team	Spring 2016	Delivery of school information to pupils and parents with visual difficulties improved
Raise the awareness of adults working at and for the school on the importance of good communications systems	Arrange training courses	Arrange training courses Awareness of target group raised	Inclusion Team	Spring 2016	School is more effective in meeting the needs of pupils

IMPROVING THE CURRICULUM ACCESS AT ST CUTHBERT'S

TARGET	STRATEGY	OUTCOME	RESPONSIBILITY	TIME FRAME	ACHIEVEMENT
Training for teaches on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	SLT / All staff /Inclusion Team	Spring 2016	Increase in access to the curriculum
Audit of pupil needs and staff training to meet those needs	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available	SLT / All staff /Inclusion Team	Spring 2016	Increase in access to all school activities for all disabled pupils
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	SLT / All staff /Inclusion Team	Spring 2016	Increase in access to all school activities for all disabled pupils
Classrooms are organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	SLT / All staff /Inclusion Team	Spring 2016	Increase in access to the National Curriculum
Training for Awareness. Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to access	SLT / All staff /Inclusion Team	Spring 2016	Community will benefit by a more inclusive school and social environment

IMPROVING THE PHYSICAL ACCESS FOR PUPILS AND PARENTS AT ST CUTHBERT'S				
ACCESS REPORT REF	ITEM	ACTIVITY	TIMESCALE	COST
1	Signage	Appropriate signs for visually impaired	As required	TBC
2	Door Access	Portable ramps for areas with restricted access	As required	TBC
3	Uneven areas in playgrounds	Repair where required and demarcate with white solid line to indicate change in levels	April 2017	Dependant on which areas are repaired
4	Door handles	Ensure door handles contrast in colour with main body of door	Completed	TBC
5	Doors in school	Doors in school Replace with fire door with glass panel	Completed	TBC
6	Enhance reception for hearing impaired	Hearing loop added to main reception	As required	TBC
7	Signage	Signage at classroom entrances As required TBC	As required	TBC
8	Main Entrance	Level entrance and doorways accessible for wheelchairs to comply with DDA regulations	Summer 2016	Yet to be priced
9	Redecoration of rooms	Take account of colour differentials for Walls and skirting boards	As required	TBC