ACCESSIBILITY POLICY

As a Rights Respecting School we recognise Article 2 'Every child will be treated without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background' from the UN Convention of the Rights of the Child.

Introduction

We adopt a fully inclusive policy to any child wishing to join our School. Therefore, we are incumbent to ensure that our School and what we do in it is indeed accessible to all pupils. St Peter's is a Victorian School, which was built long before consideration was given to anyone with disabilities. This cannot be used as an excuse but merely makes our task of facilitating access more challenging. Although most of the School is all at ground floor level, the Conference Room and one classroom are on the first floor of the Lodge but a lift has been installed. Accommodation is split between two buildings situated on a sloping site.

The School has a duty to produce an accessibility plan under Section 28D of the Disability Discrimination Act 1995, which states that:

> *' 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'*

What we want to Achieve

We want all children to offer equal access to the teaching for learning in our School. We must strive to cater for all children, regardless of any disabilities they may have.

How the Accessibility Plan Fits into Our School Plan

- Children with disabilities will normally be on the SEN register (see SEN Policy)
- There may be additional considerations for Health and Safety (H&S Policy) and particularly on school trips
- Alterations to the building and infrastructure that require financial expenditure will be included in the School Improvement Plan.

Guidance to schools on planning to increase accessibility

All schools and LEAs have a duty to ensure that pupils with disabilities are not unlawfully discriminated against. They also have a planning duty to increase accessibility for disabled pupils.

Role of the Governing Body:

- The Governing Body should, approve the school's access plan and provision for pupils with disabilities, ensuring that funding arrangements are clear.

- Governors may appoint a committee or a named governor to take particular interest in and monitor the impact of the access plan. Obligations include the need to ensure pupils are not treated less favourably in the activities and life of the school, and that teachers and support staff are aware of the importance of ensuring that they are not discriminated against.
- As with all plans, the accessibility plan should be subject to a regular cycle of monitoring, evaluation and review. From September 2002 governing bodies, in their annual reports to parents, must report on their accessibility plan to show how they will increase access to education for disabled pupils in their school. In the light of evaluation and the responses to any consultation, the school should consider whether the plan needs amending.
- In Early Years settings, the management group should work with practitioners to determine the setting's policy for children with disabilities.

Schools are required to plan for:

- **Increasing access for disabled pupils to the school 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.
- **Improving access to the physical environment of schools.** This covers improvements to the physical environment of the school and physical aids to access education.
- **Improving the delivery of written information to disabled pupils.** This will include making written information that is normally provided by the school to its pupils, accessible to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.
- Each of the following SEN dimensions should be covered:
    - Communication and Interaction
    - Cognition and Learning
    - Behaviour, Emotional and Social
    - Physical, Sensory and Medical

Drawing up the Accessibility Plan

- Although the accessibility plan is separate from the school development plan, it does form part of the school's overall planning process and dovetails into the school development plan.
- In drawing up plans, we take account of the **Code of Practice for Schools,** issued by the Disability Rights Commission and **Accessible Schools: Planning to increase access to schools for disabled pupils**, issued by the DfES.
- The Headteacher will be responsible for drawing up the accessibility plan and the Governing Body for monitoring and auditing the plan.
- The School will make best use of the available expertise. Disabled pupils, their parents, specialist teachers, local voluntary and disability organisations might be able to bring a useful perspective to help identify practices and arrangements that act as a barrier to admitting, accommodating and including disabled children.

Access audit and review of current activities:

Current accessibility needs to be assessed and barriers to access or inclusion identified. A review of access should cover:

- The physical environment

- Provision of auxiliary aids and services
- Teaching and learning practices
- The curriculum; staff training
- The culture and ethos of the school
- The provision of written information.

Appendices:

1. The Accessibility Plan
2. Current Provision
3. Identifying Barriers to Access; A Checklist

Approved by the Governing Body: *21st November 2016*

The Accessibility Plan

Appendix 1

	Targets	Actions	Outcome	Timeframe	Goals Achieved
Short Term	Edge markings on stairs (internal)	Find out markings required and fit to Lodge Stairs	Safe stairs for visually impaired		Improving access to the physical environment of schools
	Lever door handles	Fit lever door handles to some Lodge doors	Improved access		Improving access to the physical environment of schools
Medium Term	Designated disabled parking place	Mark parking space behind Lodge	Designated space close to school entrance		Improving access to the physical environment of schools
	Ramp to Class 1	Provide ramp for disabled access to Class 1	This will allow access to lift for classrooms upstairs		Improving access to the upstairs classroom facilities
Need Driven	Moving and Handling Training	Plan into staff meeting	Lift children safely	As Required	Improving access to the physical environment of schools
	Signing	Targeted training for existing staff or Bring in specialist	Communication for hearing impaired	As Required	Increasing access for disabled pupils to the school curriculum
	Sighted guiding	Targeted training for existing staff or Bring in specialist	Visually impaired have access to the written curriculum	As Required	Increasing access for disabled pupils to the school curriculum
	Braille	Source supplier of material and procure as required	Visually impaired have access to the written curriculum	As Required	Improving the delivery of written information to disabled pupils

Approved Nov 16

Current Provision

This shows what has already been achieved towards meeting the statutory requirements

Increasing access for disabled pupils to the school curriculum
- Comprehensive SEN policy linked to curriculum access, individual targets and assessment
- Following the SEN code of practice
- Differentiated, age-appropriate teaching following QCA curriculum guidance and inclusion statement
- Differentiated assessment material, including audio tapes, readers and exam modification
- Teaching assistant or adult helper in each class
- Special scissors, pencils and pens provided along with sloped surfaces as required
- Seating for audio-visual impairment planned in each class
- Social inclusion into clubs, trips and after-school activities
- Support form outside agencies sought through Cluster-Based Review for individual children and for whole staff at teacher meetings
- SEN children attainment and achievement is monitored as all children but reported and evaluated as a special group

Improving access to the physical environment of schools
- Full ground floor access to both buildings each via a single entrance
- Steps removed and path laid between the lodge and Mount Pleasant playgrounds to provide wheelchair access
- Extension to the Lodge playground to create a level surface
- Ground floor toilet and washing facilities in Mount Pleasant building with wheelchair access
- Tripping hazards removed or clearly marked
- High ceilings and carpeted floor reduce classroom noise
- Southern side of Mount Pleasant double-glazed
- Main access doors painted in Blue contrasting with white surrounds
- Lighting maintained
- Fire evacuation procedures cater for SEN
- Risk assessment carried out for individuals in school and for trips
- Disabled toilets now in place

Improving the delivery of written information to disabled pupils
- Big books with large type are available
- A3 colour photocopier produces high-quality enlargements

Identifying Barriers to Access: A Checklist

Appendix 3

This list should help you identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

Section 1: How does your school deliver the curriculum?	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?		
Are your classrooms optimally organised for disabled pupils?		
Do lessons provide opportunities for all pupils to achieve?		
Are lessons responsive to pupil diversity?		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?		
Are all pupils encouraged to take part in music, drama and physical activities?		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?		
Do you provide access to computer technology appropriate for students with disabilities?		
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?		
Are there high expectations of all pupils?		
Do staff seek to remove all barriers to learning and participation?		

Section 2: Is your school designed to meet the needs of all pupils?	Yes	No
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?		
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		
Are areas to which pupils should have access well lit?		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?		
Is furniture and equipment selected, adjusted and located appropriately?		

Section 3: How does your school deliver materials in other formats?	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?		
Do you have the facilities such as ICT to produce written information in different formats?		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		