

Accessibility Policy and Plan 2017-2019

Roseacre Primary Academy



Ethos Statement

This policy reflects our Academy's ethos, which promotes, recognises, celebrates and welcomes diversity, tolerance, respect and honesty. This policy ensures fairness and equality, regardless of age, disability, religion, gender, sexual orientation, ethnicity, attainment or background.

Contents:

Introduction.....	Page 3
Definition of a Disability.....	Page 3
Key Objectives.....	Page 3
The Accessibility Plan.....	Page 4
Action Plan – The physical Environment.....	Page 5
Action Plan – The Physical environment continued.....	Page 6
Action Plan – Written Information & Communication.....	Page 7
Action Plan – Access to the Curriculum.....	Page 8

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Introduction

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability Discrimination Act (DDA) 1995. The SEN and Disability Act 2001 (SENDA) amended part 4 of the DDA so that it became applicable to education and to prevent discrimination against disabled people in their access to education.

The key duties placed on schools are:-

- ❖ Not to treat disabled students less favourably for a reason related to their disability
- ❖ To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- ❖ Plan to increase access for disabled students

Roseacre Primary Academy is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Definition of Disability

Disability is defined within the Disability Discrimination Act 1995 (DDA)

“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”

The DDA definition of disability therefore covers physical disabilities, sensory impairments, such as those affecting sight or hearing, learning disabilities, behaviour problems and some medical conditions including diabetes, severe asthma, epilepsy, chronic fatigue syndrome, cancer and any other ongoing condition such as colitis. This list is not exhaustive

Key Objectives

To create an environment which enables children with a disability to participate fully in the school community by identifying and eliminating barriers that could prevent this from happening. Through its Accessibility Plan Roseacre Academy and its Governors aim to:

- ❖ Increase the extent to which disabled pupils can participate in the curriculum;
- ❖ Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- ❖ Improve the availability of accessible information to disabled pupils, which is provided to students who are not disabled. This should take into account the views expressed by students or parents about their preferred means of communication.

Reviewed with due regard to ‘Best Practice Advice for School Complaints Procedures 2016’ (DfE), the Education (ISS) Regulations 2014 and the Equality Act 2010.

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Roseacre Primary Academy

- ❖ Ongoing awareness training for all staff and students in the matter of disability discrimination and the potential need to inform attitudes on this matter.
- ❖ Publish an Accessibility Plan (see appendix A)

The Accessibility Plan

The plan has been drawn up and covers the period September 2017 to August, 2020.

Roseacre Academy and its Governors are committed to providing a fully accessible environment. The Accessibility Plan will be drawn up to cover a 3 year period and will be reviewed annually. The Plan will contain relevant actions to:

- ❖ Improve access to the physical environment of the academy, adding specialist facilities as necessary. This will include reasonable adjustments to the physical environment and physical aids to access education in the classroom
- ❖ Improve and make reasonable adjustments to the delivery of written information to students, staff parents and visitors to the academy. Examples might include hand-outs, information about the academy and academy events. The information should be made available in various preferred formats within a reasonable timeframe
- ❖ Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum. Incorporate reference to accessibility within curriculum planning documents and within Schemes of Work. This covers teaching and learning and the wider curriculum such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aid and equipment, which may assist these pupils in accessing the curriculum.

Pupils with a statement of special educational needs, or an Education Health and Care Plan, have a personalised and differentiated curriculum supported by appropriate resources and support from a trained adult. Resources are updated with the needs of the pupils in mind. Health Care Plans are in place for specific children with disabilities.

Roseacre Primary Academy was built in 1928 with alterations and additions added over the years to accommodate all. The school has a number of ramps to allow access on ground floor and in 2010 we altered a downstairs bathroom to comply with DDA legislation allowing access for wheelchair users.

The school is secure whilst at the same time the academy is fully inclusive and accessible.

Action Plan 2017 – 2020

Improve access to the physical environment – To meet individual, specific needs, provisions will be adapted when a pupil’s needs are known. The design of the building has ensured that the school is fully accessible. We will consult with specialist teachers, advisors and other agencies when considering the purchase of specialist equipment or investing in building works in the future.				
Target	Actions	Timescale	Responsibility	Success Criteria
Physical environment of school remains attractive and engaging for all	The academy will take into account the needs of pupils, staff and visitors which physical difficulties and sensory impairments when planning and undertaking any future improvements and refurbishments of the site and premises.	On-going	Senior Leadership Team (SLT) Business Manager Site Supervisor	Enable needs to be met where possible
Awareness of access needs of pupils, staff, parent/carers and visitors with disabilities	<p>Continue to create access plans for individual pupils as part of the IEP process.</p> <p>Be aware of staff, governors’ and parents’ access needs and meet as appropriate.</p> <p>Consider access needs during the recruitment process.</p> <p>Through questions and discussions, find out the access needs of pupils, parents/carers.</p> <p>Training for new staff and teachers who are teaching children with a disability for the first time.</p>	<p>As required</p> <p>Induction and ongoing if required</p> <p>Assess during the recruitment process</p> <p>Assess during the admission process</p> <p>On-going</p>	<p>SENCO / SLT</p> <p>SLT</p> <p>SLT / Business Manager</p> <p>SENCO / SLT</p> <p>SENCO / SLT</p>	Ensure all needs are met

Target continued..	Actions	Timescale	Responsibility	Success Criteria
Ensure pupils with medical needs are fully supported	Provide training where appropriate	On-going	SENCO / SLT	Ensure all staff receive appropriate relevant training
Ensure the safe evacuation of all pupils, staff and visitors with mobility issues	All personal emergency evacuation plans (PEEPS) re in place, up to date and all staff are aware	On-going	SENCO / SLT Pastoral /Welfare Team	Successful fire drills and safe evacuation drills.
Pupils with medical needs are supported	Review Managing Medicines Policy		SENCO / SLT	Policy is approved, in place and there is continuity throughout the academy
All trips/visits are accessible to all	Ensure all chosen venues are vetted for appropriateness through good planning	When required	EVC / SLT /SENCO	All pupils able to access all educational visits and take part in a range of activities
Informed decisions are made with regard to accessibility	Governing body awareness of DDA	On-going	HT / SLT / Governors	Governors challenge and support around disability
Ensure adequate fire exits suitable for people with a disability	Staff and pupils to maintain good levels of housekeeping to ensure exits are kept clear at all times	Daily checks	All staff / SLT Site supervisor	Safe, unobstructed exits for all disabled persons

Improve and make reasonable adjustments to the delivery of written information and communication – We currently share information with parents/carers in various ways including letter, newsletter, blogs, academy website, text messaging and face to face.

Target	Actions	Timescale	Responsibility	Success Criteria
Availability of written material in alternative formats when specifically	Be aware of the services available for converting written information into alternative	On request, provide written information in alternative format	Pastoral/Admin Team / SENCO / SLT	Information available in all formats. Staff aware of available and preferred methods of communication

requested	formats and promote the availability			
Review documentation ensuring accessibility for pupils with visual impairment	Seek advice on producing alternative formats Liaison with visually impaired services	On request, provide written information in alternative format	Admin Team / SENCO / SLT	Delivery of school information to pupils and parents with visual impairments
Gather information about parents accessibility needs	Amend admissions form to include questions about accessibility needs for parents/carers	– to be added to the admission form for Sept 2018 intake	SENCO / SLT / Admin Team	Advance notice of individual needs

Improving access to the curriculum to ensure pupils can participate fully – It is important to Devonshire Academy that all children can participate fully in all aspects of school life. As a result, all children have always been able to attend age relevant afterschool clubs/activities, leisure and cultural activities and educational visits. The objective of the plan is to eliminate barriers to access to the curriculum and to ensure full participation in the school for pupils with a disability.

Target	Actions	Timescale	Responsibility	Success Criteria
Identification of pupils who may need additional/different provision	Assess pre admission	On-going and as required	SENCO, Attendance Officer, EYFS teachers	Procedures, equipment and support is in place prior to admission
Raise attainment and narrow any gaps that may exist	Progress meetings to monitor attainment. Buy in extra services such as SHINE Therapy	On-going	SLT, Teachers	Assessment shows progress made.
Increased skills and confidence of all staff in differentiating the curriculum	Continuous awareness of staff training needs and ensure CPD is in place	On-going and as required	SENCO, Headteacher	All staff demonstrate improved skills in strategies for differentiation and increased pupil participation
ICT and software to support learning	Ensure appropriate software is installed where needed and staff are confident and fully trained in its	On-going and as required	SENCO, ICT co coordinator	Appropriate SEN resources are used to support learning

	use			
Collaboration between the academy and families	Maintain close liaison with parents, carers	On-going	Headteacher, Teachers, Teaching Assistants and SENCO	Collaborative working approach
Classrooms are arranged/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	On-going – start of new academy year	Teaching staff, SENCO Site supervisor	Increase in access to the curriculum