

Days Lane Primary School



Policy for Accessibility

Accessibility Policy

Rationale

1.1 The School as a duty to ensure:

- Disabled pupils can fully participate in the school curriculum
- The physical environment of the school supports and increases the extent to which disabled pupils are able to take advantage of all school services
- That physical and learning environments can be reasonable accessed by disabled pupils to meet their needs

Aims

- Make every child feel welcome
- Value all pupils equally
- Have high expectations of all pupils
- Remove all barriers to learning and participation

Action Points

- The physical environment of the school will be monitored by the Finance and General Management Committee to ensure that all reasonable adjustments are being made to this end
- An accessible curriculum will be monitored by the curriculum Committee, who will liaise with the Inclusion Leader and the Head Teacher.
- Staff training and awareness will be monitored by the Head Teacher
- The Governing Body will be responsible for ensuring that Curriculum and Finance and General Management Committee's terms of reference are reviewed to reflect these responsibilities and that they are included on committee agendas.

Broad Guidelines

4.1 A disabled pupil can be discriminated against on two ways:

- 1) By less favourable treatment (there are situations where there may be a reason for less favourable treatment).
- 2) By the School failing to make a 'reasonable adjustment'. Schools may be guilty of discrimination if they fail to take reasonable steps which lead to disabled pupils and prospective pupils being placed at a 'substantial disadvantage' compared to non-disabled pupils.

4.2 The School will review practice and draw up short, medium and long term targets.

The action plans will be reviewed by the relevant committees and staff with a view to improving access for all children.

Appendix A

Identifying Barriers to Access – Curriculum

Question	Yes	No	Action/Comment
Are teachers and support staff receiving training to teach and support SEND pupils?	<input type="checkbox"/>		Where applicable
Are classrooms optimally organised for disabled pupils?	<input type="checkbox"/>		Currently meets all pupils' needs and can be adapted as relevant
Do lessons provide opportunities for all pupils to achieve?	<input type="checkbox"/>		
Are lessons responsive to pupil diversity?	<input type="checkbox"/>		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	<input type="checkbox"/>		
Are all pupils encouraged to take part in music, drama and physical activities?	<input type="checkbox"/>		
Do staff recognise and allow for the mental effort expended by able and SEND pupils, for example using lip reading?	<input type="checkbox"/>		Where appropriate
Do staff allow for the additional time required by some SEND pupils to use equipment in practical work?	<input type="checkbox"/>		Where appropriate
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?	<input type="checkbox"/>		Where appropriate
Is there access to appropriate computer technology for pupils with SEND?	<input type="checkbox"/>		

Are school visits made accessible to all pupils irrespective of attainment or impairment?	<input type="checkbox"/>		Adaptions are made if required
Are there high expectations of all pupils?	<input type="checkbox"/>		
Do staff seek to remove all barriers to learning and participation?	<input type="checkbox"/>		

Appendix B

Identifying Barriers to Access – Premises

Question	Yes	No	Action/Comment
Does the size and layout of areas – including all sporting and play facilities, classrooms, the assembly hall, library and staff room allow access for all pupils or members of staff?	<input type="checkbox"/>		All areas accessible
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?	<input type="checkbox"/>		All areas accessible
Are pathways of travel around the site and parking arrangements safe, routes logical and well signed?	<input type="checkbox"/>		These will need to be reviewed regularly
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?	<input type="checkbox"/>	<input type="checkbox"/>	The alarms throughout the rest of the school are auditory only but consideration will be given to visual alarms should the need arise. If we have a member of the community who is hearing impaired a named person would be responsible for checking their safety
Are non-visual guides used, to assist people to use buildings, i.e. Lifts with tactile buttons?		<input type="checkbox"/>	If we have a member of the community who is visually impaired a named person would be available to assist people to use the building.
Could any of the decor or signage be confusing or disorientating for SEND pupils with visual impairment, autism or epilepsy?		<input type="checkbox"/>	Consideration to the DDA will be given as areas of the school are redecorated
Are areas to which pupils should have access well lit?	<input type="checkbox"/>		

Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	<input type="checkbox"/>		All classrooms and corridors are carpeted. It is acknowledged that the halls have acoustic problems for hearing impaired pupils, but due consideration will be given to address this should the need arise.
Is furniture and equipment selected, adjusted, and located appropriately?	<input type="checkbox"/>		This will be done as appropriate
Is the equipment in the disabled toilet properly installed and accessible?	<input type="checkbox"/>		There are two accessible toilets

Appendix C

Identifying Barriers to Access – Personnel

Area requiring action	Suggested action	Person responsible	Time Scale	Review
Are teachers, admin, and support staff aware of the implications for them of the Disability Discrimination Act?	Share updated policy with all staff	Head Teacher and Inclusion Manager	As needed	On agenda for regular discussion
Does the school provide information in simple language, symbols, large print, an audio tape or in Braille for the families of pupils and prospective pupils who may have difficulty with printed information?	No, but can be provided as needed	Head Teacher and Inclusion Manager	As needed	As needed
Does the school ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud and explaining diagrams?	Steps will be taken as needed – all current info is printed according to RNIB recommended font size 12. The school newsletter is illustrated in parts. To review public documentation	Head Teacher and Inclusion Manager	As needed	Reviewed regularly and as needed.
Does the school have facilities to produce written information in different formats?	Yes			Annual

Are staff familiar with technology and practices developed to assist people with SEND?	Yes, as appropriate	Head Teacher		
Are pre-school home visits used effectively to plan ahead for pupils with SEND?	Yes, where appropriate	Inclusion Leader EYFS Leader	According to school start dates	Annual
Do staff have access to training?	Yes, as appropriate	Head Teacher	On going	Annual
Do policies reflect the school's aims?	Yes	Head Teacher	On going	Annual

Reviewed: July 2018

Next Review Date: January 2022