




Accessibility Policy

Policy Originator	Campsbourne
Governor Responsible	Chair of Governors
Last reviewed	Autumn 2017
Ratified on	14/12/2017
Review period	Annual
Signed	

The Equality Act 2010 builds on existing responsibilities for schools, including the duties to make reasonable adjustments, and to plan strategically to increase access to schools over time. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility for Disabled Pupils) and will advise upon the compliance with that duty.

This Scheme sets out the steps the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life in the wider community and in the non-educational services they might provide.

This Scheme builds on our accessibility plan and develops our work further to include:

- a definition of both disability and inclusion that is wider than special educational needs and applies to all vulnerable groups such as that set out in **DDA 95 as amended by SENDA from 2002 Code of Practice part 4.**

"It is important to recognise that the definition of children with learning difficulties includes children with a disability where any special educational provision needs to be made. It means that children with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is, anything that is *additional to or different from* what is normally available in schools in the area".

- working with the social model of disability that is:
while many individuals have physical or sensory impairments, learning difficulties or are living with mental health problems, it is in many cases the way society responds to these (attitudinal and environmental barriers) which can increase the level of disadvantage and not the disability itself.
- taking a proactive approach in making reasonable adjustments
- work with pupils, staff and parents/carers
- involving the views of disabled pupils, their carers and staff where appropriate in identifying priority actions within the school improvement plan

The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery. The school will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.

What do we understand by 'disability'?

'Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities' (DDA 1995 Part 1 para. 1.1.) This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act:-

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis
- For a mental impairment the need for it to be clinically well recognised has been removed.

The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

Introduction

The Disability Discrimination Act 2005 (DDA) introduced a statutory General Duty (*'the disability equality duty'*) to ensure that public authorities, including those in the health sector, treat disabled people equally. The specific duty requires them to produce a framework that sets out how they intend to plan, deliver, evaluate and monitor their disability duty. This framework is called the disability Equality Scheme.

Disability Equality Duty

The disability equality duty requires that we adopt a proactive approach by integrating disability equality into all our functions. This means planning for disability equality at the beginning rather than trying to add it at the end. We are required to look at the way we deliver our services and ensure that there are no barriers to access for disabled people. The Disability Equality Scheme will outline how we intend to meet the general duty. The general duty covers all functions and activities, including employment and service delivery, budget setting, commissioning, procurement, regulatory functions and setting the framework within which we will deliver our services.

The general duty includes a requirement to:

- Promote equality of opportunity between disabled people and other people.
- Eliminate discrimination that is unlawful under the Disability Discrimination Act. This can be either direct discrimination relating to less favourable treatment of a disabled person due to their disability, or failure to make reasonable adjustments.
- Investing in our staff and improving working lives
- Eliminate harassment of disabled people that is related to their disability.
- Promote positive attitudes towards disabled people.
- Encourage participation by disabled people in public life.

This scheme sets out the steps we will take to remove barriers and promote disability equality in all areas of school life.

Our Accessibility Plan sets out our work to remove barriers – physical, communication and curriculum by:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils, parents/carers and staff can take advantage of education and associated services
- improving the delivery of written information to disabled pupils, parents/carers and staff.

We will further develop our Accessibility Plan as part of our scheme to promote disability equality in the other areas for disabled pupils, staff, parents or carers by questioning, challenging, removing barriers, making reasonable adjustments and linking the outcomes to our policies and our school improvement plan.

OUR PRIORITY AREAS IDENTIFIED IN THE ACTION PLAN

Access to the curriculum

Behaviour and exclusions – The behaviour policy states that our “primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure so that people can work together with the common purpose of helping everyone to learn.”

Teaching and Learning – Support staff are contracted to start work with children who have additional needs. The SEN and Inclusion policies clearly articulate the school’s expectations for children of all abilities and needs.

Curriculum – developing positive attitudes – The school follows the PSHE curriculum which encourages children to think about “differences and similarities between people arising from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

Data collection, monitoring and assessment – The progress and attainment of children who are on the SEN registered are monitored every term and analysed according to gender, EAL, SEN Need, Ethnicity and Pupil Premium. Relevant information about a parent’s disability needs are stored on the school’s information management system.

Participation and engagement

Engaging disabled pupils, staff, parents and local community developing a voice (parents and governing body) – Members of the school council are selected by their classes and have included children with SEND. All governors are made aware of their statutory responsibility to promote disability equality.

Eliminating harassment and bullying - The school's anti-bullying policy specifically recognises that children with SEND including physical, learning and EBD can be vulnerable to bullying.

Employment

Employing and promoting, training disabled staff

The school's Staff Sickness and Absence Policy states that, "The Equalities Act 2010 makes it unlawful for employers to discriminate against existing or prospective staff for a reason relating to their disability."

Staff are asked to declare any disability that they have on their employment application form but they have the opportunity to decide whether it is recorded on the school's management information system.

The school has a disabled toilet which is located on the ground floor.

Access to information and services

Lunchtime or after school clubs and trips – Staff are required to complete a risk assessment 2 weeks prior to any trip. Children who have SEND have individual risk assessments carried out for them.

Medical and personal care needs - The school has a Medicines Policy which requires parents to agree for any medication to be administered by staff with specific arrangements put in place.

Health and Safety – Risk assessments are carried out on all disabled people to ensure safe evacuation and a Personal Evacuation Plan drawn up.

Admissions, Transitions – Children who join the school in nursery or reception receive a home visit prior to the child's arrival and parents of children who join the school in KS1 and KS2 meet with a member of the SLT to identify any specific needs in advance so provision can be adapted accordingly.

Physical access

Lettings and use of building by community –

The governors have adopted the standard conditions as detailed in the Local Authority Finance Regulations.

All capital projects are designed to provide maximum access for the disabled

Information we will collect

This scheme will monitor -

- Admissions of disabled pupils
- Exclusion of disabled pupils
- Disabled pupil attainment
- Recruitment, retention and career development of disabled staff
- Effectiveness of reasonable adjustments

We will use the results of our monitoring and assessment activities to make reasonable adjustments, review the effectiveness of this plan and identify future priorities.

Looking ahead

We are aware of the following major challenges for our school that may impact on our work to promote disability equality: Access to all levels

Reporting on progress

This scheme will be reviewed annually in the autumn term and reported to parents and the full governing body.

Campsbourne Primary School Accessibility Plan - 2016 to 2020: Improving the Curriculum Access				
TARGET	STRATEGY	OUTCOME	TIMEFRAME	
			ACHIEVEMENT	
To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of children with disabilities and strategies to support them	Audit of children's needs Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, inset	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum Monitored by HT and Inclusion Manager	Continuous	Increased access to an appropriate curriculum for all pupils
All out-of-school activities are planned to ensure 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 and if outside providers are used they will comply with all current and future legislative requirements Monitored by HT	Continuous	Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils
To ensure classrooms are optimally located and organised to promote the participation and independence of all pupils	Review classroom locations 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 Monitored by HT	Continuous	More time available for pupils to participate in curriculum activities
Raise Governors' Awareness of Disability Issues	Provide year update as to how we are addressing targets in this plan.	Whole school community aware of issues relating to Access Monitored by Chair of Governors	Continuous	Society will benefit by a more inclusive school and social environment
To deploy Learning Support Assistants effectively to support children's participation	Review needs of pupils within each class (e.g. through Dorset Matrix) and staff accordingly Ensure staff skills are matched to children's needs	Pupils needs are appropriately met through effective deployment of skilled support staff Monitored by HT and Inclusion Manager	Continuous	All pupils are supported to achieve their full potential

Campsbourne School Accessibility Plan - 2016 to 2020: Improving the Physical Access

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. In some cases Health & Safety issues necessitate more prompt action.

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	Cost (est.) £
Approach to School	N/A	v	v	N/A
Outside Areas	Ensure new Eco Space has wheel chair access.	Proposal for Eco Room must include wheel chair access and be a non-negotiable when choosing contractor.	2016-2017	
Main Entrance	Ramp through main reception doors.	Investigate possibility of installing a ramp for wheel chair access.	Summer 2017	

Campsbourne School Accessibility Plan - 2016 to 2019: Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.	Continuous	Delivery of information to disabled pupils and parents improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all through hard copy and website	Continuous	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 from (Hearing and Vision Support Services (HVSS)) on alternative formats and use of IT software to produce customized materials. Communication audit by SALT	All school information available for all	As required	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of using a range of communications systems according to individual need	On-going Performance Management arrangements Training on range of issues such as functional use of language, Signalong and managing SALT plans Other training as required	Awareness of target group raised and communication needs met.	As required	School is more effective in meeting the needs of pupils.