Swanmore C.E. (Aided) Primary School

POLICY STATEMENT – ACCESSIBILITY PLAN

Rationale

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:
- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- 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 environment of the school to increase the extent to which disabled pupils can take advantage of education 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 the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Purposes

1. **Starting points**
   1a Vision and values
   1b Involvement
   1c Information gathering

2. **Main priorities**
   2a Access to the curriculum
   2b Improvement to the physical environment
   2c Information in different formats

3. **Making it happen**
   3a Implementation and action plans
   3b Publication and reporting
   3c Reviewing and revising the plan.

Guidelines

1. Starting points

1a: Vision and values
Swanmore Primary School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life.
The school will
- set suitable learning challenges

As children succeed, we succeed… no child left behind

- respond to pupils diverse needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

The school aims to identify and remove barriers to disabled pupils in every area of school life and make all children feel welcome irrespective of race, colour, creed or impairment.

1b: Involvement

This will include

- The views and aspirations of disabled children.
- The views and aspirations of the parents of disabled children
- The views and aspirations of other disabled people or voluntary organisations.
- The priorities of the local authority

1c: Information gathering from pupil data and school audit

Definition

The definition of disability is defined by 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"

About 7% of children under the age of 16 may have a disability.

Use of data

The school will use all available information and data to identify disabled individuals and use the data to support the accessibility plan.

Currently the data includes

- Entry details including parental information
- SEN audit
- Data collated on teaching staff
- Advance information and consultation with Pre schools and Health Service to identify disabled pupils before they start school.

School strengths and weaknesses

Each year the Finance & Buildings Committee would need to update the current audit. See Annual Buildings Report 4th February 2015

Impact

- Ensure the schools policies cater for disabled children
  Including the following policies
    o Behaviour
    o Out of School Visits
    o Teaching, Learning and Learning Environments
    o Equal Opportunities
    o Illness and Administration of Medicines

Outcomes

- The school will also make detailed analysis of outcome data at the end of FSP Key Stage 1 and Key Stage 2 to check the progress of these children (See Assessment Reporting and record Keeping Policy)
- Ensure these children are monitored in lesson observations
- Monitor the participation of disabled children in extra curricular activities
- Ensure the five Every Child Matters outcomes are integrated into the school.

2. Main priorities in the school's plan

2a: Increasing the extent to which disabled pupils can participate in the school curriculum

- Ensure that teachers and TA's have the necessary training to teach and support disabled pupils.
- Ensure the classrooms are optimally organised for disabled pupils
- Ensure all lessons provide opportunities for all pupils to achieve
- Check that all lessons are responsive to pupil diversity
- Provide that lessons involve work to be done by individuals, pairs, groups and the whole class
- Ensure that all pupils are encouraged to take part in creative and physical activities.
- Check that staff recognise and allow for the mental effort expended by some disabled pupils i.e. lip reading for a deaf child, physical exercise for some disabled children.
- Ensure that all children can access ICT resources including computers and peripheral equipment
- Check that school visits are open to all.
- Provide high expectations of all pupils
- Seek to remove all barriers to learning and participation

2b: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- Check the layout of areas allow access for all pupils
- Ensure that wheelchairs can access the whole building
- Check that pathways around the school are logical and well signed
- Ensure emergency and evacuation systems inform all children, alarms being visual and auditory.
- Provide décor and signage suitable for all children and not confusing or disorientating to those with visual impairment, autism or epilepsy.
- Check that areas are well lit
- Check to reduce background noise for hearing impaired children
- Ensure furniture is selected and located to suit all children

2c: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

- Provide information in simple language, symbols, large print ,audio tape or braille for pupils who have difficulty with standard forms of print
- Ensure information is presented in user friendly ways to disabled pupils when working in groups
- Provide written information in different formats as required
- Ensure staff are familiar with technology and practices to support disabled pupils.
- Check preferences expressed by the pupils or their parents

3: Making it happen

3a: Implementation and action plans

In order to ensure that action is taken to meet the Accessibility plan priorities, Swanmore Primary School has drawn up an action plan to make things happen, which outlines how the requirements of the policy will be met.

The following action plans have been written using the Hampshire Self Audit Form and with the advice of Hampshire's D.D.A advisory service.

Date of Policy Issue:	September 2011
Date of Policy Review:	May 2015
Headteacher:	John Paterson
Signature:	
Chair of Governors:	Judy Hillier
Signature:	
Review date:	2018