

Whitby Heath Primary School

Excellence in a Caring Community



Accessibility Policy

Policy Written	September 2020
Reviewed & Agreed by Governors	September 2020
Next Review	September 2023

Introduction

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.

Definition of Disability:

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.'

The purpose and direction of the school's plan: vision and values

The school recognises its duty under the Equality Act 2010 :

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
- not to treat disabled pupils less favourably;
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage; and
- to publish an Accessibility Plan.

At Whitby Heath Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

We collect information from the Early Years settings, so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.

Action plan is below:

Accessibility Plan: September 2020 – September 2023

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises

	Issue	Action	People/Resources	Timescale	Success Criteria	Monitoring Method: Who? How?
1	Designated parking bay abused by non-disabled users	Ensure availability of bay	Head/Office staff	On going	Disabled bay not obstructed	Premises/office staff
2	Layout of classrooms not ideal when taking into consideration physical disabilities	Layout of classroom to give wide enough access to get around the classroom	Class teachers	Ongoing	Full Mobility	Teaching staff
3	Availability of written material in alternative formats	School makes itself aware of the services available through the LA for converting written information	L.A. Head SENCO	Ongoing	If needed the school can provide	Head Teacher Feedback

		into alternative formats			information in alternative formats	from parents and staff
4	Raise staff awareness of disabilities issues	School to seek advice from experts. Consider needs of specific pupils, both for school and off-site activities	LA. Health Authority Disability Rights Commission All school staff	Ongoing	Teachers and TAs aware of issues. Detailed information and support available and passed on by staff	Head SENCO Class Teachers TAs Other non-teaching staff
		Promote disability equality via <ul style="list-style-type: none"> • Staff meetings • PSHE lessons • Assemblies 	Whole staff	Ongoing	Increased whole school awareness of disability issues	SENCO All staff
5	Ensure that all school trips & Residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning Advance visits EVOLVE Form and Risk assessments	Visit leaders Educational Visits Co-Ordinator Head Teacher	Ongoing	School trips & residential visits are accessible for all pupils	Head School Visits Co-ordinator Trip leaders Feedback from pupils
6	Ensure that after-school clubs and care provision facilities are accessible for all pupils	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary Make physical adaptations as required.	Leaders of after-school clubs	Ongoing	After-school clubs and care provision is accessible for all pupils	Head Feedback from parents and pupils

7	Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability	Consider alternative communication systems Consider the way in which information is presented to pupils Consider ways in which pupils can communicate their ideas	Class teachers SENCO	Ongoing	Curriculum is fully accessible for all pupils.	Head SENCO
8	School policies make reference to provision for pupils with difficulties & disabilities (particularly PE)	Policies to include: <ul style="list-style-type: none"> • Content • Strategies • Resources that could be employed when planning for pupils with difficulties or disabilities	Class teachers Subject leaders Advisors	Ongoing	Policies include provision for pupils with difficulties or disabilities	Head Subject leaders