



**HANDALE PRIMARY SCHOOL**

**ACCESSIBILITY POLICY & PLAN**

**2020 -2023**

**Next review: Summer 2023**

## **Introduction**

This policy should be read alongside our Equality and Diversity Policy.

The SEN and Disability Act (SEND) 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply. The Equality Act 2010 (updated in Advice for Schools document 2014) aims to protect disabled people and prevent disability discrimination.

## **Responsibilities**

The Governing Body has key duties towards disabled pupils

- Not to treat disabled pupils and their families less favourably for a reason related their disability;
- To make reasonable adjustments for disabled pupils and their families, so that they are not at a substantial disadvantage;
- To plan to increase access to education and extended activities for disabled pupils

## **The DFE definition of disability**

Guidance from the DFE: a person has a disability if he or she has a long term physical or mental impairment that has a substantial and adverse affect on his or her ability to carry out normal day to day activities. Substantial, as defined by the DDA, is something that is more than minor or trivial.

The definition of a disability is a wide one and includes those with medical needs and a large number of pupils with learning difficulties and emotional, behavioural and social difficulties.

The Access plan is designed to set out proposals of the governing body to increase access to education for disabled pupils in the three areas required by the duties outlined in the DDA by:

- Increasing the extent to which disabled pupils can participate in the school curriculum. This covers teaching and learning, it also includes the wider curriculum such as participation in after school clubs, leisure and cultural activities and extended school provision.
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education. This includes physical aids and equipment to access education.
- Improving the delivery to disabled pupils and their families 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 when necessary.

## **Aims of the Access Plan**

- To ensure all pupils and their families are fully involved in school life by indentifying barriers to participation and finding practical solutions.
- To increase the confidence of teachers and teaching assistants when teaching or aiding a wide range of disabled pupils.
- To develop sensitivity and expertise in approaching the specific needs of a broad range of pupils.

- To develop strong collaborative relationships with pupils and their families and to increase the satisfaction of disabled pupils and their families with the provision made by the school.
- To regularly review and evaluate standards of attainment for disabled pupils.
- To promote equality of opportunity and positive attitudes towards disabled pupils and their families.
- To have a whole school approach to disability, to break down barriers and to lead in respect of accessibility within an individuals area of responsibility.

## **The Access Plan**

This section outlines the main activities which the Handale Primary School undertakes, and is planning to undertake, to achieve the key objectives of this policy.

### **A. Education & related activities**

Handale Primary School will continue to seek and follow the advice of specialist professionals, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

### **B. Physical environment**

Handale Primary School will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

### **C. Provision of information**

Handale Primary School will make itself aware of local and national services for providing information in alternative formats when required or requested.

### **Consultation**

Our families are regularly consulted through a weekly newsletter and timely questionnaires seeking views and opinions. The school council meet on a weekly basis to put forward views of their peers

### **GDPR**

Our school aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the [General Data Protection Regulation \(GDPR\)](#) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the [Data Protection Bill](#). This applies to all personal data, regardless of whether it is in paper or electronic format. For more information see our Data Protection Policy 2018 and Privacy Notices.

**Policy date: 22.06 18**

**Chair of Governors Mr Daren Fowler** *Daren Fowler*

**Headteacher Mrs Helen Blakeley** *Helen Blakeley*

Reviewed 24.5.20

Next renewal date: Summer2023



## ACCESSIBILITY PLAN 2020 - 2023

**Aim: To increase the extent to which disabled pupils and their families can participate in the school curriculum.**



### CURRICULUM

	ACTIVITY	STRATEGIES	OUTCOME	TIME FRAME	SUCCESS CRITERIA
<b>SHORT TERM</b>	Mr Emmerson and Mrs Skirving to audit staff CPD requirements to meet needs of all pupils in their care	Match internal/ external CPD to existing & new staff portfolio	All children in learning environment where their needs are understood and met Calm, focussed children	Annually	Confident staff able to apply strategies
	Review of specific needs of pupils in terms of disability & behavioural needs by Mr Emmerson and Miss Tully	Modify playtime/ lunchtime routines to reflect the needs of all pupils	All children enjoying a relaxing, purposeful free time	Annually	All children can enjoy leisure times
	Provision of auxiliary aids for disability	Identify pupils Identify funding streams	Pupils identified through discussion with staff and assessment	Annually	All children have access to learning
	Liaise with the LA teacher for the deaf	Time to discuss individual child	Feedback to all EYFS staff	Daily / weekly	Confident staff able to apply strategies
	For the hearing impaired child (A) all group sessions to take place in the classroom	Split the groups so A group in class	A can hear the staff member	Daily	A will access all areas of learning
	Radio aid to be worn at all times by staff	Raise staff awareness of the radio aids available	Good communication channels will be maintained	Daily	A will show confidence

	working with A				in communicati ng
	Purchase table top microphone aid	Use when working on small groups, train A to take radio aid to staff members	Good communication channels will be maintained between A, peers and staff	Daily	All children have access to learning
<b>MEDIUM TERM</b>	Maintain good home / school links	Keep mum informed about A's progress in school	The family will be fully supported as co-educators for A	Ongoing	The family will be fully supported especially at any transition periods.

## BUILDINGS

	ACTIVITY	STRATEGIES	OUTCOME	TIME FRAME	SUCCESS CRITERIA
<b>SHORT TERM</b>	A to access classroom space rather than corridors or break out areas	To keep background noise to a minimum to allow A to hear all staff and children	A will progress in all areas of learning in line with age related expectations	Daily	A will make expected or better progress in all areas of learning
	Whole school activities in the school hall	In assembly times staff member leading will wear the radio aid	A will be able to take an active part in all assembly / hall activities	weekly	A will play an active part in hall activities

## INFORMATION

	ACTIVITY	STRATEGIES	OUTCOME	TIME FRAME	SUCCESS CRITERIA
<b>SHORT TERM</b>	Availability of alternative formats for written material	Mr Emmerson gathers information about alternative formats required for pupil population and obtains resources or whereabouts of services	If required school can provide written information in alternative formats e.g. Braille	Annually	Information accessible to all parents
	Support reluctant and parents with learning difficulties	Miss Tully to access families who may not be able to access all written information	Build a list of families who we feel struggle to read/ support their children	Annually	Families more empowered
	To reduce noise pollution for the radio aid	Adult wearing radio aid does not wear their lanyard close to the radio aid	Noise pollution to the radio aid will be decreased	Daily	A will report good quality hearing at all times
	To ensure A can hear the teacher at all times	A to sit facing the teacher	A will be able to read facial expressions, body language as well as hear the teacher	Daily	A will participate fully in teaching sessions
	To ensure A can join in IWB activities	Place microphone near IWB	A will be able to participate in IWB activities	Daily	A will participate fully in IWB sessions
<b>MEDIUM TERM</b>	All major school documents available in priority alternative formats	Major school documents available in large print and on disc	Documents open to all	Annually	Alternative formats sent out where appropriate

	All aids for disabilities are maintained adequately	A schedule for maintenance of all hearing aids is adhered to.	AW will be able to hear at all times	Weekly (Daily if problems arise)	'Down time' for all aids is minimised
<b>LONG TERM</b>	Transition meetings for all pupils with disabilities at transition points	A schedule for transition meetings will be adhered to	All staff will understand the needs of disabled pupils as they move through school	At key transition points	Smooth transition will occur