

ACCESSIBILITY PLAN

Last reviewed: September 2015
Date for next review: September 2018



Ashton Hayes Primary School

Church Road, Ashton Hayes, Chester, Cheshire CH3 8AB



CONTENTS

	Page No
Introduction and aims	2
Background	2
Definitions of Disability	2
Principles	2
Purpose & Direction of Schools Policy	3
We consider	3
Priorities include	3
Making it Happen	3
Managing Reasonable Adjustments	4
Monitoring and Impact	4
Getting hold of the school's policy	4
Ratification of Policy by Governing Body	5

ACCESSIBILITY PLAN (incorporating Disability Equality)

Introduction and aims:

Ashton Hayes Primary School believes in providing every opportunity to develop pupils, young people and adults' full potential. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of school life and the school environment for pupils and prospective pupils, staff, parents and visitors with a disability.

In this policy we will outline how we can promote disability equality for all disabled pupils, staff, parents, governors and visitors to our school.

Background:

The Equality Act 2010 has placed greater duty on schools and colleges to produce robust accessibility plans which cover all kinds of disability (e.g. including visual and hearing). There are many different templates for constructing a plan with many schools preferring to itemise short, medium and long term objectives. The *Equality Act* makes it clear that every school and college **must** make reasonable adjustments.

Reasonable adjustments

An education provider has a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. These changes could include:

- changes to physical features - for example, creating a ramp so that students can enter a classroom;
 - providing extra support and aids (such as specialist teachers or equipment).
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- ✓ We do not to treat disabled pupils less favourably for a reason related to their disability;
 - ✓ We will make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
 - ✓ We will plan to increase access to education for disabled pupils.
 - ✓ We do not discriminate against anyone as explained in the DDA, 1995
 - ✓ We do not allow any form of harassment of people with a disability
 - ✓ We will promote positive attitudes towards anyone living with a disability
 - ✓ We will remove barriers which may discourage disabled people from playing a full part in the life of our school
 - ✓ We will encourage full participation by everyone in our school activities

Definitions of disability:

A person has a disability if he/she has a physical or mental impairment that is:

- ✓ Substantial
- ✓ Long-term, and
- ✓ Has an adverse effect on his/her ability to carry out normal every day activities

A full set of Definitions can be found in **Appendix A.**

Principles:

- ✓ Compliance with the above-mentioned legislation is consistent with the school's aims, Equal Opportunities Policy and the operation of the school's Special Educational Needs (SEN) Policy
- ✓ Our Admissions Policy does not discriminate against a disabled child
- ✓ We recognise that it is unlawful to discriminate against a disabled pupil by excluding him or her from the school for a reason related to the pupil's impairment
- ✓ When recruiting staff disabled people will not be discriminated against
- ✓ We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation.
- ✓ We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils.

Purpose and direction of the school's policy:

Ashton Hayes Primary School's Accessibility Plan aims to demonstrate how we intend to meet our duty to promote disability equality for disabled pupils, staff, parents and visitors.

Information about the needs of disabled people will be gathered through:

- ✓ Pupil admission information
- ✓ Parental questionnaires
- ✓ SIMS data
- ✓ SEN reviews/statements
- ✓ Recruitment process
- ✓ Discussion with relevant medical professionals and other outside support agencies

Achievements of disabled people will be gathered through:

- ✓ Data analysis
- ✓ Records of achievement
- ✓ Celebration assemblies, certificates, Annual Reports, etc.

To ensure Ashton Hayes Primary School is a welcoming environment for everybody, we believe it is important to consult all stakeholders. Where adjustments need to be made, we consider those who have an understanding of different disabilities and the barriers they present, including:

- ✓ Pupils with and without a disability
- ✓ Parents of pupils who have a disability
- ✓ Staff
- ✓ Governors
- ✓ Parent Voice
- ✓ Pupil Voice

We consider:

- ✓ Movement around the building and grounds easily and confidently
- ✓ Having equal opportunity to access lessons and other activities
- ✓ How we could improve communication between home and school
- ✓ How we could raise awareness of issues addressed so that all members of the school community can be more proactive in including disabled people in every aspect of school life

Our main priorities include:

- ✓ Increasing the extent to which disabled pupils, young people and adults can participate in the school curriculum
- ✓ Improving the physical environment of the school to increase the extent to which disabled pupils, young people and adults can take advantage of education and wider life of school including trips and clubs

MAKING IT HAPPEN:

Management, implementation and monitoring:

- ✓ Children are taught using a variety of teaching and learning methods, ensuring accessibility to the curriculum for all
- ✓ All staff are trained in Assessment for Learning and this continues to be developed and updated
- ✓ Analysis of value-added figures allows us to measure the impact of intervention and support strategies for children with special education needs
- ✓ Teaching assistants are well trained and work in collaboration with the teaching staff to ensure appropriate support is offered to children with disabilities
- ✓ SEN register is kept up to date
- ✓ Appropriate and specific intervention programmes for pupils with SEN
- ✓ Individual Education Plans (IEPs) and reviews in place
- ✓ Advice is sought from Educational Psychologist and other appropriate outside agencies to provide staff with information about making 'reasonable adjustments'
- ✓ IEPs completed for those children who are Looked After.

Making reasonable adjustments:

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to

(a) The building and grounds:

- ✓ Structured and supportive playtime and lunchtime activities such as playground buddies.
- ✓ Ensuring all adjustments to current buildings are DDA compliant.
- ✓ Ramp in place where there is change in levels within the school.
- ✓ 2 x Disabled toilet access with changing facilities.

(b) Learning and teaching:

- ✓ We will review and monitor to ensure disabled pupils make progress in line with their abilities, we will then evaluate and adapt our practice accordingly
- ✓ Academic progress is monitored and 'value added' considered
- ✓ Additional support (small group or 1:1) will be provided where possible
- ✓ Individual targets and IEPs ensure aptness of teaching and learning strategies
- ✓ Targets and progress towards them will be reported to parents regularly
- ✓ Using RAISEOnline and monitoring in school by senior staff, we are able to track and analyse the achievement of all our pupils
- ✓ Review of policies in school is ongoing

(c) Communication methods

- ✓ Use of interactive whiteboards
- ✓ Use of ICT resources by pupils

- ✓ Newsletters to parents
- ✓ Diary and news pages on the school website
- ✓ Informal discussions with parents
- ✓ Telephone messages and conversations with parents
- ✓ Text messages and emails
- ✓ Most information is available electronically and can be converted to other appropriate formats

The effectiveness of any adjustments are monitored regularly and the opinions of Parent Voice and Pupil Voice and disabled stakeholders considered, taking into account:

- ✓ Pupil interviews
- ✓ School Council
- ✓ Parental questionnaires
- ✓ Staff opinions (teaching and non-teaching)
- ✓ Governors
- ✓ Other visitors and users of the school
- ✓ Outside Agencies

Monitoring and Impact Assessments:

The Governing Body Monitoring Governors review the SEN Register, Safeguarding, School Site and H&S annually and will measure the impact of any changes or initiatives on the quality of school life for those pupils on our SEN register.

This will be done through the following methods designed to increase awareness of, and positive attitudes towards, disability:

- ✓ Pupils interviews
- ✓ Increasing staff awareness
- ✓ Parental questionnaires
- ✓ Analysis of assessment data
- ✓ This policy will be reviewed and revised as necessary

Getting hold of the school's policy

- ✓ The scheme will be available on the school website and hard copies produced on request at the school office.

Development area	Targets	Strategies	Outcome and by when	Goals achieved
Curriculum delivery	Classrooms are organised for disabled pupils.	Guidance from specialists (hearing impaired service, autism service) taken into account when arranging classrooms for maximum benefit to disabled pupils.	Monitoring indicates disability / SEN taken into account in organising the environment for learning.	Disabled pupils able to access learning environment more effectively.

Development area	Targets	Strategies	Outcome and by when	Goals achieved
Curriculum delivery / of materials in other formats.	Targets used by classroom staff and understanding of additional time requirements in practical work understood and planned for. Diagrams described and presentations read out loud. Copies of slides and diagrams available to pupils.	SEN information available to all staff and further training on implementation and differentiation of curriculum required.	Monitoring indicates differentiation in place targeted at disabled/SEND/ other nominated pupils.	Disabled pupils able to access curriculum more effectively.
School design for disabled pupils.	All areas accessible to disabled pupils.	Strategic discussions with LA on school campus, 'rationalisation plan' incorporates school prioritised disabled access points as an integral part of rebuild improvement works.	Plans drawn up show clearly how disabled access will be undertaken. All new building will be fully DDA compatible. Log any difficulties or on-going issues.	Disabled pupils able to access all physical areas without difficulty.
Signage	Signs clear and understandable for visually impaired.	Replacement of signs takes account of appropriate colour schemes/size for signs.	New signs clear and updated as required.	

Confirmation the *Accessibility Plan* in respect of Ashton Hayes Primary School has been discussed and adopted by the Governing Body

Signed by:

Chair of Governors: 

Date: September 2015

Headteacher: 

Date: September 2015

To be reviewed: September 2018

APPENDIX A – DEFINITIONS OF DISABILITY

A person has a disability if he or she has a physical or mental impairment that is:

- substantial
- long term and
- has an adverse effect on his or her ability to carry out normal everyday activities

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day to day activities is adverse, substantial and long term.

The definition can include a wide range of impairments such as:

- Dyslexia
- Autism
- Speech and language impairments
- Hearing impairments
- ADHD

An impairment does not in itself mean a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered. Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing and eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.

Details of disability are collected in the following ways:

- Pupils – from SEN register, medical record sheets and data collection forms (SIMS)
- Parents/carers – from disclosure to the school or from data collection forms.
- Staff – disclosure to the Head Teacher in confidence.

Disability information will be audited according to type:

Type of Disability	Including	Comments
Physical impairment	Mobility difficulties, limb malformation, missing limb	
Sensory impairment	Sight and hearing impairment	Sight problems corrected with glasses or lenses do not qualify
Learning Difficulty, including Specific Learning Difficulty	Dyslexia, dyscalculia and dyspraxia	
Medical condition	Diabetes, arthritis, cancer, depression and many other conditions which require long term treatment	
Social, emotional and behavioural difficulties	Behaviour and emotional differences which impact on daily life such as ADHD, ASD and Obsessive Compulsive Disorder	
Speech and language	Development delay or physical difficulties leading to additional Speech and Language needs	