Oswald Road Primary School

Accessibility Policy

June 2017

Policy approved by Chair of Governors: June 2017

Policy ratified by Governing Body: June 2017

Headteacher: Deborah Howard

Chair of Governors: Richard Price

To be reviewed in 2 years.

INTRODUCTION

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995) and to further the aims of our Vision Statement by:

- ensuring its definition is delivered in our school. "It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity".
- continuing to improve all aspects of the physical environment of the school site and other resources so that all disabled pupils can take full advantage of the education and associated opportunities provided by the School.
- 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

The Equality Act 2010 builds on existing responsibilities to ensure pupils, parents, carers and staff are consulted by the school to ensure people with a disability do not experience discrimination. Barriers to inclusion will be identified by the school and reasonable adjustments made to provide equality of opportunity for all. We will promote disability equality.

GUIDELINES

Aims

- The school and its staff are committed to offering a high-quality education to all children in the community in line with the requirements of The Equality Act 2010. We will consult with the school community to identify barriers to inclusion and establish short term and long term targets to accessibility.
- This school promotes inclusion and will take all reasonable steps to ensure that children with a disability or SEN are not discriminated against or treated less favourably than other pupils. The school will work in partnership with the family and other agencies in the best interest of the pupil and to maximise educational opportunity.
- We are committed to continuing staff training to enable them to be effective in the education of young people with disabilities and /or Special Educational Needs.
- We will prioritise sufficient resources to support the actions identified in this plan.

DEFINITION OF 'DISABILITY'

The Equality Act 2010 defines a disabled person as someone who has: 'A physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to

carry out normal day-to-day activities.' 'Long term' means at least 12 months. 'Substantial' means 'more than minor or trivial.'

This definition covers pupils with physical (including sensory), intellectual or mental impairments. The definition is broad and includes children with a learning disability, sensory impairment, severe dyslexia, diabetes, epilepsy, incontinent pupils, pupils with AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy. It can also include diagnosed conditions such as ADHD or Tourette's syndrome.

It is important that staff are aware that, although a pupil, parent, carer or staff member may be considered to have a disability according to the definition, they may not consider themselves disabled.

A whole school approach to inclusion is the most effective way of meeting the needs of all pupils.

ACCESS TO THE CURRICULUM

Goals and Targets:

- Continue to develop and enhance knowledge of responsibilities under The Equality Act 2010 and to ensure staff are trained appropriately.
- Continue to develop confidence and knowledge for staff in delivering the curriculum to disabled pupils.
- Enhance access to and participation in National Curriculum and wider curriculum for disabled pupils and those with Special Educational Needs through effective provision management and consultation.
- In view of the number of children on the ASD spectrum continue to develop training programme on curriculum access for children with ASD.
- Enhance knowledge and confidence amongst staff on approaches to teaching pupils with SEN. Training to be on going.
- Parents and pupils to be consulted on identifying Disability/Health needs. Inclusion Staff to develop a provision mapping system including an audit of projected needs for pupils with SEN/disabilities and 4 other vulnerable groups. Provision mapping and monitoring procedure to be embedded in the school monitoring cycle.
- Merger of SEND and Pastoral Team as of September 2017

Resources:

- Inclusion Team to be responsible for provision mapping for pupils with SEN /disability. Training to be provided via the school.
- Resources will be allocated for printing of materials from the curriculum area budgets.
- Specific SEND training via SENCO and relevant outside agencies.

Monitoring and Evaluation:
Progress towards meeting the goals and targets will be monitored:
- Through regular updates between the governing body's SEND Link Governor and SENCO
- As part of the school self-evaluation process
- By feedback from staff, parents/carers and disabled pupils

PHYSICAL ACCESSIBILITY

Goals and Targets:
- To reduce physical barriers to inclusion.
- To act on consultation with pupils, parents, carers and staff on barriers to access.

Strategy and Implementation Examples:
- Ensure accessibility is considered in all future purchase decisions of equipment.
- Consider signage and external access for visually impaired people.
- Continue to ensure all areas have adequate lighting in all areas.
- Ensure all common facilities accessible to all children.
- Ensure all staff are aware of, and able to use, SEN software and resources.
- Ensure all school trips and school journeys are accessible to all.
- Review PE Curriculum to make accessible to all.
- Ensure disabled children participate equally in after school and lunch time activities.

Resources:
The school will provide materials through its responsive maintenance and capital resources budgets to fund accessibility projects. Links with business will be developed to part-fund some of the materials if needed.

Monitoring and Evaluation:
Progress towards meeting the goals and targets will be monitored:

- As part of the school self-evaluation process.
- By feedback from staff, parents/carers, staff and disabled pupils.

Accessibility Action Plan

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Oswald Road offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully.	School staff receive Training in making the Curriculum accessible to all pupils, and are aware of its importance.	See goals and targets above	Deborah Howard	July 2018	
Improve and maintain access to the physical environment	Specific children have specific equipment and setting arrangements which have been implemented throughout the year. Ensure a smooth transition occurs in Sept to new classes and implement new ideas for new pupils.	The school will take into account the needs of the pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements of the site and premises	Ensure the items highlighted on the access audit are followed up – appendix 1	Sarah Nicholls	July 2018	

Improve the delivery of written information to pupils	Staff are aware of the individual needs of pupils, parents and visitors and will provide when required	The school is aware of local services, including those provided by the LA for providing information in alternative formats.	Develop and share a database of local services available which is accessible to all.	Ellie Linton/ Helen Wright	July 2018	