



ACCESSIBILITY POLICY AND PLAN

DANEHILL CE PRIMARY SCHOOL

Reviewed and revised - November 2015
Next review – Autumn 2018

Accessibility Policy and Plan

1. GENERAL POLICY STATEMENT

The Headteacher and governors of Danehill CE Primary School believe that the school must have regard to the need to provide adequate resources that are accessible to all. This Accessibility Policy and Plan should:

- aim to increase the extent to which pupils with disabilities can participate in the curriculum
- improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- improve the availability of accessible information to pupils with disabilities

The Department for Education has stated that it is the governing body's legal duty to prepare this Accessibility Policy and Plan. Both are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

The effectiveness of the policy and plan will be regularly monitored to ensure that Accessibility arrangements are being implemented and that the people named in the policy are carrying out their duties.

The policy and plan will be reviewed annually and revised where necessary.

2. POLICY AND PLAN OUTLINE

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

- a. The school plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
- b. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education
 - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum
 - Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame
- c. An Action Plan for physical accessibility will be prepared following an Access Audit of the School. Access Audit's should be performed regularly as part of the Accessibility Plan. It should be noted that it may not be feasible to undertake some of the works highlighted in the audit during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit

will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

- d. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
- e. The School Brochure will make reference to this Accessibility Plan.
- f. The School's complaints procedure covers the Accessibility Plan.
- g. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).
- h. The Plan will be monitored through the Committees of the Governors.
- i. The Plan will be monitored by Ofsted as part of their inspection cycle.
- j. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

3. ACCESS AUDIT

In order to develop an Action Plan for physical accessibility, an Access Audit of the School must be carried out. Access Audit's should be performed regularly as part of the Accessibility Plan.

Access Audit is below:

Access Report Ref	Item	Activity	Timescale	Est. cost £
1	SIGNAGE	Appropriate signs for visually impaired	Review need by Sep 16	
2	DOOR ACCESS	Portable ramps for areas with restricted access	Ramps will be provided for stairs in various places if need arises	
3	UNEVEN PLAYGROUND	Painted white lines to mark level transitions	Review need by Sep 16	
4	DOOR HANDLES	Door handles contrast in colour to main body of door	Yes	
5	AUTOMATIC DOOR ACCESS	Do any doors require automatic doors?	No	
6	LIGHTING	Adequate outdoor lighting for visually impaired	Review need by Sep 16	
7	DISABLED TOILETS	Are disabled toilets available?	Yes	
8	SCHOOL ENTRANCE	Are door handles accessible to all?	Yes	
9	OTHER...			

4. CURRICULUM ACCESSIBILITY PLAN

In order to ensure that the School is providing access to the curriculum for pupils with a disability, the School must expand and make reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils.

A Curriculum Accessibility Plan should be in place and a review should be performed regularly as part of the School's overall Accessibility Plan. Curriculum Accessibility Plan is below:

Target	Strategy	Outcome	Responsibility	Time-frame	Achievement
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Headteacher	On-going through year	Staff training requirements are assessed at appraisal meetings for all staff
Audit of pupil needs and staff training to meet those needs	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	Headteacher	Review in Sep 16	Review of current children on role undertaken in Sep 15 - all staff able to meet current pupils' needs
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Headteacher/PE Co-ordinator	Ongoing throughout year	
Classrooms are organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Headteacher	Review in Sep 16	All classrooms are currently organised to meet the needs of our children
Training for	Provide	Whole school	Headteacher	By Sep 16	

Awareness Raising of Disability Issues	training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school	community aware of issues relating to Access			
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5. WRITTEN INFORMATION IMPROVEMENT PLAN

In order to ensure that the School is making reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities, a Written Information Improvement Plan should be in place. This should cover hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame

A Written Information Improvement Plan should be in place and a review should be performed regularly as part of the School's overall Accessibility Plan. Written Information Improvement Plan is below:

Target	Strategy	Outcome	Responsibility	Time-frame	Achievement
Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when requested for individual purposes	Headteacher/Class teacher/ School Secretary	Ongoing through year	Achieved
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested	Review all current school publications and promote the availability in different formats when specifically requested	All school information available for all who request it.	Headteacher/Class teacher/ School Secretary	Ongoing through year	Achieved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice on alternative formats and use of IT software to produce customized materials.	All school information available for all who request it	Headteacher/Class teacher/ School Secretary	Ongoing through year - address issue when need arises	Achieved
Raise the awareness of	Arrange training	Awareness of target group	Headteacher	Sep 16	

adults working at and for the school on the importance of good communications systems.	courses.	raised			
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