

Highfield CE Primary School

School Accessibility Policy Policy 2023 - 2025



Approved by: The governing
body

Date: 5.4.23

**Last reviewed
on:** 5.4.23

**Next review
due by:** April 2025

1 John 3:18 ‘Dear children, let us not love with words or speech but with actions and in truth’

Introduction

This policy is drawn up in accordance with the planning duty in The Disability Discrimination Act 1995, as amended by The Special Educational Needs and Disability Act 2001 and The Disability Discrimination Act 1995 (Amendment) Regulations 2005 and the Equality Act 2010.

Definition of Disability

Disability is defined by The Disability Discrimination Act as:

“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.”

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with The Disability Discrimination Act is consistent with the school’s aims and equal opportunities policy, and the operation of the school’s SEN policy;
- The school recognises its duty under The Disability Discrimination Act:
 - not to discriminate against pupils with a disability 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 pupils with a disability at a substantial disadvantage
 - to publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the Equality and Human Rights Code of Practice www.equalityhumanrights.com (Commission for Equality and Human Rights)
- The school recognises and values parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respects the parents’ and child’s right to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils’ diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

a) Education & related activities

The school will continue to seek and follow the advice of Local Authority services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

See appendix Section 1: How does your school deliver the curriculum?

b) Physical environment

The school will take account of the needs of pupils 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.

See appendix Section 2: Is your school designed to meet the needs of all pupils?

c) Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

See appendix Section 3: How does your school deliver materials in other formats?

Action Plan

Details of the Accessibility Plan are found in the current School Development Plan

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School development and staff development plan
- Teaching and Learning policy
- SEN policy
- Equal Opportunities policy
- Curriculum policies.

Governor Group Responsible:

Policy Review Date: 2025

Appendix**Identifying Barriers to Access: A Checklist taken from***'Accessible Schools: Planning to increase access to schools for disabled pupils'**DfES (2002)*

This list should help you identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

Section 1: How does your school deliver the curriculum?

Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?

Are your classrooms optimally organised for pupils with a disability?

Do lessons provide opportunities for all pupils to achieve?

Are lessons responsive to pupil diversity?

Do lessons involve work to be done by individuals, pairs, groups and the whole class?

Are all pupils encouraged to take part in music, drama and physical activities?

Do staff recognise and allow for the mental effort expended by some pupils with a disability, for example using lip reading?

Do staff recognise and allow for the additional time required by some pupils with a disability use equipment in practical work?

Do staff provide alternative ways of giving access to experience or understanding for pupils with a disability who cannot engage in particular activities, for example some forms of exercise in physical education?

Do you provide access to computer technology appropriate for pupils with disabilities?

Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?

Are there high expectations of all pupils?

Do staff seek to remove all barriers to learning and participation?

Section 2: Is your school designed to meet the needs of all pupils?

Question	Yes No
-----------------	---------------

Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?

Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?

Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?

Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?

Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?

Could any of the décor or signage be considered to be confusing or disorientating for pupils with visual impairment, autism or epilepsy?

Are areas to which pupils should have access well lit?

Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?

Is furniture and equipment selected, adjusted and located appropriately?

Section 3: How does your school deliver materials in other formats?

Question	Yes No
-----------------	---------------

Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?

Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?

Do you have the facilities such as ICT to produce written information in different formats?

Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?