



St Ann's Heath Junior School

Accessibility Policy and Plan

This school is committed to safeguarding, child protection, and promoting the welfare of children and young people and expects all members of the school and its community to demonstrably share this commitment.

Introduction

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the **Equality Act 2010**. It sets out how the governing body will improve equality of opportunity for disabled people.

Equality Act 2010

Part 5A of the Disability Discrimination Act 1995(DDA) requires the governing body to:

- promote equality of opportunity for those with disabilities: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

Definition of Disability

Disability is defined by the Equality Act 2010:

"A person has a disability if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on his or her ability to do normal day to day activities."

Ethos, Vision and Values

St Ann's Heath is committed to ensuring equal treatment of all its pupils, staff and any others involved in the school community, with any form of disability. We will ensure that disabled people are not treated less favourably in any procedures or practices, and we will not tolerate discrimination or harassment of disabled people.

We will promote positive attitudes towards disabled people and actively encourage participation by disabled children in school life.

Key Objective

The key objective of St Ann's Heath Accessibility Plan is to provide a framework for integrating disability equality into school life, so as to reduce and eliminate barriers to accessing the curriculum and to promote full participation in the school community for pupils, and prospective pupils, with a disability.

This **Accessibility Policy** and the accompanying **Accessibility Plan** forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people.

The SEN and Disability Act 2001 extended the DDA (Disability Discrimination Act 1995) to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

Accessibility Plan

The plan sets out the proposals of the Governing Body of the school to improve awareness of **Equality and Inclusion** and to increase access to education in the three areas required by the planning duties in the DDA.

- a) Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as other pupils (if a school fails to do this they are in breach of the Equality Act 2010). 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 gaining access to the curriculum.
- b) Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, 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) Improve access to the **physical environment** of the school by adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

Principles

The school offers a broad and balanced curriculum to pupils irrespective of attainment or impairment. It is situated in one main building with a further classroom in an outbuilding; a ramp enables access to both buildings. We have disabled toilets in both buildings.

The Inclusion Manager is pro-active in visiting settings before children come to St Ann's Heath to facilitate the pre-planning of provision and alert relevant Surrey Services that further support may be required.

Strategies for Implementing the Accessibility Plan

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

The **Accessibility Plan** (Appendix 1) showing how the school will address the priorities identified.

In drawing up the **Accessibility Plan** the school has set the following priorities:

- To provide safe access throughout the school for school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for staff and pupils, tailored to the requirements of individual needs.
- To provide training to staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

St Ann's Heath is committed to equal opportunities and inclusion. This plan should be viewed alongside school policies for equality, Special Educational Needs and Disability, School Development Plan, building and site development plans.:

Monitoring and Evaluation

Implementation of this policy is monitored by the Headteacher and by governors through the Vision and Ethos Committee to evaluate its implementation and effectiveness. This policy will be reviewed by staff and governors every three years, or earlier if need arises. This policy will be promoted and implemented throughout the school.

Policy Status	
Agreed by Staff	June 2018
Agreed by Governors	June 2018
Next Review Date	June 2021

a) Improving Curriculum Access

TARGET	ACTION REQUIRED	TIMEFRAME	SUCCESS CRITERIA
Continued training for teachers and support staff on different aspects of SEND including differentiation when required.	Review the needs of pupils with specific needs and provide relevant training.	Ongoing	Staff trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an ongoing process and that needs and expertise will change with time.
Ensure appropriate training for staff who teach/support pupils with a hearing or visual impairment.	Liaise with Hearing (HI) and Vision (VI) Impaired Services. Attend awareness training	In place and ongoing	HI and VI pupils successfully included into the school life experience.
Training for staff in the identification of and teaching children with ASD and other specific learning difficulties.	On-going training on Autism, Asperger Syndrome, ADHD, ADD and related conditions	In place and ongoing	Increased access to the curriculum. Needs of learners are identified.
Extra curricular activities are planned to ensure they are accessible to all children.	Review all out of school provision to ensure compliance with legislation.	Review annually Ongoing	Pupils are increasingly able to participate in out of school activities .
Classrooms are optimally organised and appropriate equipment is provided to promote the participation and independence of pupils.	Specific training in word processing skills through appropriate technologies. Specialist seating and standing equipment. Sloping boards and footrests. Coloured overlays/ worksheets for pupils with visual difficulty. Pencil grips, sensory aids, Sit and move cushions.	Specialist equipment provided when need identified. Ongoing	Increased access to the curriculum. Needs of learners are recognised.
Access arrangements to meet individual need's when taking external tests will be applied for and support provided where required.	Headteacher and the Year 6 teaching team will ensure appropriate testing and reports are provided in order to apply for appropriate access arrangements.	January to May annually	Pupils individual needs are identified and recognised, and school provides support them to remove barriers to achieving their full potential.

b) Improving the Delivery of Written Information

TARGET	ACTION REQUIRED	TIMEFRAME	SUCCESS CRITERIA
Availability of written information in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	Ongoing	School able to deliver information to pupils and parents with disabilities.
Make available school handouts and newsletters in alternative formats	Promote the availability of publications in different formats and using different media for those that require it.	Ongoing	School able to deliver information to pupils and parents with disabilities

c) Improving the Physical Environment

TARGET	ACTION REQUIRED	TIMEFRAME	SUCCESS CRITERIA
Ensure that school building and grounds are accessible to children and adults, and continue to improve the access of the physical environment.	Regular walk around of school buildings and grounds by governors Vision and Ethos Committee to review accessibility and identify actions as required	Annual review.	School building and ground accessible to disabilities.
Access to the school and reception to be fully compliant.	Designated disabled parking. Automatic doors fitted to entrance to be regularly maintained. Automatic gates at school entrance to be regularly maintained.	Ongoing.	Physical accessibility to the school increased.
Improve the quality of provision for children with specific special needs and emotional needs.	Provide tranquil areas inside and outside where children who suffer from over stimulation can go when needed. Staffing structure includes a nominated wellbeing role. Staff are aware of individual needs and how to support children.	July 2018 and ongoing.	The school experience is manageable for children and staff. School life is enhanced for children with specific special needs and emotional needs.