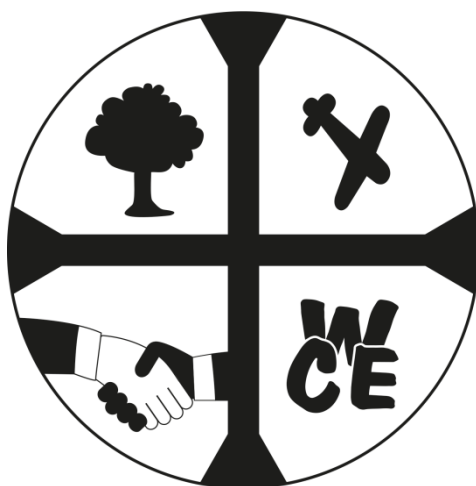


Woodley Church of England (Controlled) Primary School



Accessibility Policy

Responsibility of: Finance and Facilities Committee
Date of Policy: 01/02/2016
Date of Review:

Version	Date Policy Adopted/Reviewed	Approved by governors	Description
1	2006	2006	
2	01/06/07	01/06/08	No changes
3	01/06/08	01/06/09	
4	01/06/09	01/06/10	
5	01/02/13	01/02/14	
6	01/02/14	01/02/15	
7	01/02/15	01/02/16	

Chair of Governors:

Head Teacher:

Woodley CE Primary School

Accessibility Plan

Introduction

This plan is drawn up to implement the Woodley CE Primary School Planning Duty for Disabled access. This planning duty arises from changes made to the Disability Discrimination Act 1995 by the SEN and Disability Act 2001 (SENDA). The plan is written in accordance with the DfES guidance publication 'Accessible Schools: Planning to increase access to schools for disabled pupils'.

Definition of Disability

The Disability Discrimination Act 1995 defines disability as following

'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 create a rich environment which enables disabled pupils, staff, parents, visitors to participate fully in the school community by identifying and eliminating barriers that could prevent this

Key Responsibilities

The school recognises that the following are key responsibilities underpinning the planning duty.

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to discriminate against employing disabled staff
- Not to treat disabled pupils or staff less favourably
- To take reasonable steps to avoid putting disabled pupils at a disadvantage
- To ensure, where possible, disabled parents can access school in order that they can support their child/children
- To publish an Accessibility Plan and to update annually.

School Principles

- When performing their duties all staff and governors will have regard to the DRC Code of Practice (2002)
- Compliance with the requirements of the DDA is key to all school policies
- All children are individuals and entitled to the best education they can receive regardless of any disability they may have
- Access to Education means making a full school life accessible to the disabled pupil, including extracurricular activities and events.
- The school provides all pupils with a broad and balanced curriculum, tailored to meet their individual learning requirements
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities
- The school recognises the parents', child's and staffs' right to confidentiality

Activities

The school will undertake to meet its key objective by developing three key areas,

1. Access to the Curriculum

- The school undertakes to assess its provision of curriculum to pupils on a regular basis, and to use this information to better tailor the curriculum to pupil requirements.
- Create a challenging curriculum where suitable learning challenges are set and progress of individuals achievements can be assessed
- To seek and follow the advice of services such as other schools, the LEA, the Government, and independent bodies to achieve best practice

- Continue to follow and endorse the key principles of the National Curriculum 2000 Framework
- Through high quality curriculum planning and teaching

2. Access to the Physical Environment

- The school will audit existing facilities and develop ways of making the physical environment more accessible to people with disabilities
- Consider how different impairments have specific requirements and can be best catered for within the school environment
- Consider ways of providing the most suitable aids and resources, outside of the child's SEN, or health, provision
- Consider ways of providing suitable aids and resources for disabled staff.
- To seek and follow the advice of services such as other schools, the LEA, the Government, and independent bodies to achieve best practice

3. Access to Information

- Audit existing methods of providing information and media utilised, develop these to improve accessibility
- Work with Local Schools, LEA and local support services to source best materials at an appropriate cost
- Include parents, pupils and staff in the choice of the most suitable media for the disabled child

Linked Policies

The plan will contribute to the review and revision of related school policies,

- School Improvement Plan
- Staff Development Plan
- Building and site development plan
- SEN Policy
- Equal Opportunities Policy
- Curriculum Policies

Publicising the Plan

Copies of this plan will be promoted and made available to existing or prospective parents using the following means -

- School Prospectus
- Governor meetings

Review and Responsibilities

Date of Plan:	March 2006
Date of Review:	June 2007, June 2008, June 2009, June 2010 Feb 2013, Feb 2014, Feb 2015
Member of Staff Responsible:	SENCO
Governor(s)/Committee(s) Responsible:	SEN Governor
This plan was drawn up by a working group comprising of:	A working group should be consulted to agree school targets and strategies. It could comprise a governor, Head teacher
Alternative formats available:	e-mail enlarged print audio tape

Disability Action Plan

Below is an action plan with some suggested strategies. Schools may choose to use these or develop their own to fit in with their existing plans and priorities.

Targets	Strategies	How	Goals Achieved	Completed
Re-enforce compliance with DDA and Code of Practice	<ul style="list-style-type: none"> Staff and governors informed of requirements and obligations of DDA, and the Accessibility Plan 	Staff Meeting Guidance Notes Governors Meeting	Accessibility Plan and Policy circulated around staff	March 2013
Continued involvement of parents of disabled children in decision making	<ul style="list-style-type: none"> Encourage parents to become governors Parent drop in sessions 	Parent evenings Literature Promotion Governors Meeting	Include requests for interest in becoming a School Governor in admissions pack	March 2013
Continual awareness of prospective and existing pupil disabilities	<ul style="list-style-type: none"> Include as part of the application process Hold disabled access sessions Training 	Application process Open Days Staff Meetings	Include family history in admission induction application pack	February 2013
Improve staff understanding and skills for dealing with disabled students	<ul style="list-style-type: none"> Training sessions in awareness and different disabilities Open discussion 	Staff Meetings Training Reviews Governors Meeting	An on-going training programme takes place in school to raise awareness throughout the staff	
Staff Advisors Set up for key Disabilities involving community cohesion	<ul style="list-style-type: none"> Sign language training Deaf awareness training Epilepsy training Autism training 	Internal courses External courses	Hearing and Sound systems in place in two classrooms Training on pastoral care planned for 2013	
Share Best Practice	<ul style="list-style-type: none"> Set up or join a local school cluster group Assign member of staff to research ideas and schemes on the web 	Cluster group Staff Meetings Governors Meeting	SENco Forums and networks. Cluster Manager working with all schools.	
Improve range and availability of	<ul style="list-style-type: none"> Partner with other schools 	Staff meetings Governors	School has range of	

resources	<ul style="list-style-type: none"> to share cost of purchasing Find out about full range of services available from LEA 	Meetings Purchasing decisions	adjustments to enable a disabled person to access facilities in school such as ramps, wide doors and new low level light installations	
Increase awareness and involvement of children in disability issues	<ul style="list-style-type: none"> Set up mentoring or buddy schemes Elect a student as equality officer 	Student council Staff meetings Governors Meetings	Playground pals, "Big Sisters" and peer mediators are well established in the school.	Sept 2012
Improve visual co-ordination of school	<ul style="list-style-type: none"> Colour co-ordinate resources, areas, signage, timetables, etc to match National curriculum resources for subjects. 	Purchasing decisions Staff meetings Literature Promotion	New light installations are based at a low level.	
Create accessible toilet	<ul style="list-style-type: none"> Adaptation of existing facilities to create suitable disabled toilet to BS Regulations 	Consult with Buildings unit as to feasibility and cost	Accessible toilet available for all pupils	
Ensure that access to all areas of school is improved	<ul style="list-style-type: none"> Lower light switches Improved ramped access Ensure corridors and doors are wide enough for access 	Explore options Liaise with local authority School Business Manager	School has ramped access with wide doors and lower light switches on new installations	August 2013
Ensure accessibility includes pupils, staff, visitors including parents	<ul style="list-style-type: none"> Ensure measures are in place during the school day and beyond to extend to evening activities 	SENco, Head Teacher, Organisers School Business Manager	School has ramped access with wide doors and lower light switches on new installations	
Creating Opportunities for community links and encourage visitors with disabilities	<ul style="list-style-type: none"> Increase community involvement through forums and groups 	School staff, Governor, parents community and visitor links	Regular volunteer by community members with disabilities	On going