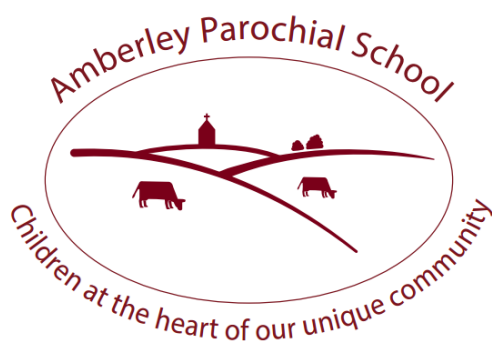


Accessibility Policy and Action Plan



Becoming

reflective, independent and aspirational learners for life

Review date: Autumn Term 2021 by Resources Committee

Confirmation of ratification by Governing Body:

Governor: C.Atherton

Date: Spring Term One 2019

Headteacher: S.Cale

ACCESSIBILITY POLICY

1 Purpose of the Policy

Amberley Parochial School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

Under the Equality Act 2010, a person is classified as disabled if they have,

‘a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.’ DDA 2005

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have long –term and substantial effect on pupils’ everyday lives.

We recognise our duty under the Equality Act 2010 to:

- eliminate discrimination and other conduct that is prohibited by the act;
- advance equality of opportunity between people who share a protected characteristic and those that don’t;
- foster good relations between persons who share a protected characteristic and those that don’t.

Our equality policy details our commitment to this in more detail and explains the term ‘protected characteristic’.

With this in mind our accessibility plan had been devised by all stakeholders who have an interest in the school and who may be affected by its work; children, parents and other regular visitors. Accessibility to all we offer has to be dealt with on an individual basis and as needs arise. We hold regular meetings of parents of disabled children, to identify how potential barriers to access/inclusion (as posed by the child’s disability) can be planned for and overcome.

Through this accessibility plan we aim, over time, to:

- improve access to the physical environment of the school for all;
- increase access to the curriculum for all children with a disability, adapting the curriculum as necessary to ensure they have equality of opportunity and learning as all children. This includes the wider curriculum such as the participation in after school clubs and school visits;
- improve the communication of written information to parents, children and all relevant people with a disability.

Scope of the Plan

This plan covers all three main strands of the planning duty:

Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education.

The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

The provision will be through the provision of a special piece of equipment or extra assistance through the SEN framework and to a lesser extent through the planning duty. The distinction between auxiliary aids and services provided through the SEN route and those provided through the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to provision of aids or services in terms of the population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEN but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

Access to the curriculum for all children, including those with a disability, to ensure they have equality of opportunity and learning as all children.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

The school will be expected to plan progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and maybe provided through the SEN framework. The accessibility strategies and plans will help to ensure the school is planning and preparing to respond to the particular needs of individual pupils.

Communication of written information to parents, children and all relevant people with a disability

This part of the duty covers planning to make information normally provided by the school in writing to its pupils- such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats where appropriate such as audio tapes or large print and also the provision of information orally. This information should also be made available in a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

2. Aims

Amberley Parochial School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- Having high expectations of all pupils.
- Ensuring all pupils can take part in the full curriculum including sport, music and drama. Planning out of school activities including all school trips and excursions so that pupils with disabilities can participate.
- Setting admissions policy and criteria, which do not discriminate against pupils with disabilities or treat them unfairly.
- Devising teaching strategies, which will remove barriers to learning and participation for pupils with disabilities.
- Planning the physical environment of the school to cater for the needs of pupils with disabilities.
- Raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training.
- By providing written information for pupils with disabilities in a form that is user friendly.
- By using language which does not offend in all its literature and make staff and pupils aware of the importance of language.
- By examining our library and reading books to ensure that there are examples of positive images of disabled people.

Accessibility Action Plan 2019 – 2021

Aim 1: To improve access to the physical environment of the school for all

Goal What do we want to achieve	Action What will we do?	Lead Person	Time Frame	Outcomes	Cost
<p>Improve the physical environment of the school environment</p> <p>Continue with plans to improve the school building, environment, and maintenance.</p> <p>To continue to assess the Bell Tower and any structure needs.</p>	<p>The school will take into account the needs of the pupils, staff and visitors with physical difficulties when undertaking future improvements on the site such as improved access, structure, lighting and colour schemes.</p>	<p>Head Teacher and Business Manager</p>	<p>On-going</p>	<p>Enabling needs to be met where possible due to financial implications.</p>	<p>Work with the diocese to obtain costings</p>
<p>To update the environment this includes the Planny.</p> <p>Develop so it is a safe, purposeful and enriches teaching and learning.</p>	<p>Redesign Planny into a usable outdoor learning environment</p> <p>Invest in resources to improve the area</p> <p>Communication with parents through safety messages / letters / use of local PSO</p>	<p>Governors</p> <p>CH and Head teacher</p>	<p>Spring term 2019-2021</p>	<p>All stakeholders will be in a safer environment.</p> <p>The environment will be design so it enriches and extends learning across the curriculum. In addition, the area will become a all-weather purposeful learning area.</p>	<p>Apply for funding</p>
<p>Ensuring all with a disability are able to be involved</p>	<p>All children with a disability are to have a care plan outlining specific needs as well as a moving around risk assessment and intimate care plan. Staff to ensure all trips are accessible to all pupils and consult parents with a disabled child. School to use a coach firm with disabled access where</p>	<p>SENCo</p>	<p>On-Going</p>	<p>Enabling needs to be met where possible</p>	

Aim 2: To ensure access to the curriculum for all children, including those with a disability, to ensure they have equality of opportunity and learning as all children.

Goal What do we want to achieve	Action What will we do?	Lead Person	Time Frame	Outcomes	Cost
Ensure all school trips and residential are accessible to all	Carry out risk assessments before every trip. Visit all new residential locations. Liaise with parents to discuss schools plans for access for a disabled child.	Sam Russell Head teacher	On-going	Everyone is treated the same and fairly.	
To ensure full access to the curriculum for all children	Ensure we offer: A differentiated curriculum, a range of support staff, the use of ICT equipment and specific equipment sourced from occupational therapy	Cliff H Head teacher SENCo		Everyone is treated the same and fairly.	£10,000

Aim 3: Communication of written information to parents, children and all relevant people with a disability

Goal What do we want to achieve	Action What will we do?	Lead Person	Time Frame	Outcomes	Cost
Review information to parents/carers to ensure it is accessible Head	Ask parents/carers about access needs when a child is admitted to school. Ensure parents are offered paper and electronic copies of letters and newsletters.	Head Teacher	On-Going	All stakeholders are aware of what is happening in school and can access the diary.	
Inclusive discussion of access to information in all annual reviews	Incorporate child's needs into their My Plans. Ask parents/carers and children about access to information	SENCo SEN Governor	On-Going	Children and parents are involved in their own personalised learning journey to suits their specific needs.	

Other related school policies

This policy should be read in conjunction with the Public Sector Equality Duty Policy, the SEND policy, the Behaviour and Discipline Policy, the Anti-Bullying Policy, the Child Protection Policy and the Teaching and Learning Policy.