



Accessibility Policy and Plan

2018 – 2021

Introduction

At Knowles Primary School we value the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest standards. Following the Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005, we are committed to ensuring people are not discriminated against.

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools and Local Authorities have to carry out accessibility planning for disabled pupils.

Aims

At Knowles Primary School we aim to:

- Ensure our school is an inclusive school and actively seek to improve barriers to learning and participation, increasing the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improve the availability of accessible information to disabled pupils
- Provide adequate resources for implementing such plans

Definition of Disability

The Disability Discrimination Act (2005) states that a disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple

Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

We ensure that we will not treat anyone with a disability less favourably than others because of the nature of their disability.

Key Objective

To reduce and eliminate barriers in accessing the curriculum for pupils, prospective pupils and/or our adult users with a disability in order to fully participate in the school community.

Key principles

1. Compliance with the Equality Act 2010 is consistent with the school's aims and Single Equality and SEND Policies.
2. Knowles Primary School recognises its duty under the DDA (2005)
 - Not to discriminate against pupils with disabilities in their admissions and exclusions
 - Not to treat pupils with a disability less favourably
 - To make reasonable adjustments to avoid putting pupils with a disability at a substantial disadvantage
 - To publish an Accessibility Plan.

The physical Environment

The school will take into account the needs of pupils and others users with physical and sensory impairments. Where necessary, we will try to maintain and improve the following:

- Ramps to access each of the school buildings to be kept clear.
- Accommodation within the buildings, by providing toilets for disabled toilets, changing facilities, medical rooms and hearing loop in reception
- Signage to be clear and accessible for all.

The Curriculum

We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which pupils can take part in sport, music and drama productions. We plan our out-of-school activities and school trips in such a way that pupils with disabilities can participate.

Information

Information usually provided in writing (lesson content, texts, library resources and information about school events) will be made available in alternative formats that are clear and user friendly. This may be presented in large print, transmitted orally or sign-language.

Linked Policies

SEND Policy

Single Equality Policy

Behaviour and Bullying Policy



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Target	Tasks	Timescale	Costs	Responsibility	Monitoring	Success Criteria
<p>ACCESS TO CURRICULUM</p> <p>Reflect identified areas of need in lesson planning, delivery and resources</p>	<ul style="list-style-type: none"> ▪ Ongoing programme of staff training in disability awareness to reflect the needs of students within the school. ▪ Purchase and use of resources to increase student participation, namely resources for visually impaired and dyslexic pupils ▪ Liaison with parents and Local Authority in respect of resources for hearing/visually impaired pupils 	Ongoing	<p>Course costs</p> <p>Costs for additional equipment</p>	<p>Inclusion Manager/HT</p> <p>relevant Teaching and Support staff SENCo</p>	Headteacher, SLT, Governors	Improved access to curriculum for all identified pupils.
<p>SCHOOL POLICIES/PRACTICES</p> <p>Ensure all policies/practices consider the implications of Disability Access for all stakeholders</p>	<ul style="list-style-type: none"> →Ongoing review of relevant equality objectives →Regular updates and evaluation of school provision for pupils diagnosed with disabilities <ul style="list-style-type: none"> ▪ Keep up to date list of medical needs across the school ensuring that all identified pupils are supported in accessing the curriculum where appropriate e.g school trips, out of school events 	<p>Annually</p> <p>Termly</p>	n/a	<p>HT/SEN Governor</p> <p>Inclusion Manager</p> <p>Staff member in charge of First Aid, teaching and support staff</p>	<p>Governors; Premises committees</p> <p>HT, SEN LAT GB,</p>	<p>Identified disabilities of all stakeholders given clear consideration in relation to implementation of school policies/practices</p> <p>Parents report that provision meets the needs of pupils</p>

<p>SCHOOL BUILDINGS</p> <p>Ensure that access to school buildings and site can meet diverse pupil/adult needs.</p>	<ul style="list-style-type: none"> ● Relevant adaptations made to both internal and external areas of the school as identified by classteacher, parents, external professionals 			HT, Site Manager	LAT GB	<p>Access to school buildings and site improved.</p> <p>Improved accessibility and learning outcomes</p>
<p>CLASSROOMS</p> <p>Ensure that classrooms are optimally organised for disabled pupils within current restraints. Identify needs and actions for future improvements.</p>	<ul style="list-style-type: none"> ▪ Plan classrooms in accordance with pupil need ▪ Organise/purchase resources within classrooms to reflect pupil need e.g. exercise books with blue pages, blue whiteboards ▪ Deploy additional adults to support pupils as appropriate 	Ongoing	Accounted for within stationery budget	All staff	Headteacher, Site Manager	Appropriate use of resources for needs of pupils with disabilities.
<p>NEWSLETTERS AND DOCUMENTS</p> <p>Availability of newsletters and school documents in alternative formats.</p>	<ul style="list-style-type: none"> ▪ Use of pastel paper for pupils with dyslexic tendencies ▪ Availability of school staff to support identified parents in reading and understanding documentation and the completion of any relevant documents. 		Accounted for within stationery budget	Class teachers/ Teaching assistants School Business manager and Business support team		Enhanced quality of information to pupils