

**POLICY FOR DEVELOPING AND REVIEWING OUR ACCESSIBILITY PLAN**

**3-year period covered by the policy:** November 2017 to November 2020

Policy agreed (name): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_

Policy to be reviewed:

**Introduction**

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that Edenthorpe Hall is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a ‘physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to-day activities’

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

* They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
* They must not discriminate for a reason arising in consequence of a child or young person’s disability
* They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
* This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
* Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school’s offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities
* Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

**The Responsible Body**

The responsible body (in maintained schools this is the governing body) must prepare:

* an accessibility plan;
* further such plans at such times as may be prescribed.

An accessibility plan is a plan for, over a prescribed period

* increasing the extent to which disabled children / young people can participate in the school’s curriculum;
* improving the physical environment of the school for the purpose of increasing the extent to which disabled children / young people are able to take advantage of education and associated services provided or offered by the school; and
* improving the delivery to disabled children / young people:

1. within a reasonable time, and
2. in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents,

of information which is provided in writing for children / young people who are not disabled.

* An accessibility plan must be in writing.
* During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it.
* It is the duty of the responsible body to implement its accessibility plan.

Schools have had a duty to produce an accessibility plan since September 2002. These initial plans should have been in place by April 2003.

**The Statutory Policies for Schools (Sept 2014)** states that it is a requirement that maintained schools, academies, free schools, independent schools, sixth-form colleges, further education colleges and Pupil Referral Units must review their accessibility plan every three years. It also states that approval should be by the governing body however, they are free to delegate the approval right to a committee of the governing body, an individual governor or the head teacher.

**Other relevant legislation, regulations & guidance:**

Children & Families Act (2014)

The Special Educational Needs & Disability Regulations (2014)

The SEND Code of Practice (revised April 2015)

Supporting pupils at school with medical conditions (2014)

Working Together to Safeguard Children (2013)

Reasonable adjustments for disabled pupils (2012)

Disability Discrimination Order (2006)

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

The Children Act 1989 Guidance and Regulations Volume 2 & 3

DfES “Accessible Schools: Planning to increase access to schools for disabled pupils”

Health Standards (England) Regulations 2003

**The school’s Context**

We are an academy for children who age from 4 years to 11 years. The school comprises of one building covering an average site mostly on one storey with a small upper storey consisting of teaching and office spaces. In the years 2018-2019 we had 2 children identified as having a disability under the given definition.

**The Edenthorpe Hall’s Vision**

We aim to provide an inclusive environment in which children, regardless of background or barriers to learning, feel proud of their achievements. All children will have experiences which enrich their lives, enabling them to go on to fulfil positive roles in society and have a lifelong love of learning.

**The Edenthorpe Hall’s Aims**

As a learner your child will: ·

* Have access to a broad curriculum, enriched by the Arts and sport, which is relevant to life in the twenty first century
* Have opportunities to develop their potential and make progress in all areas of the curriculum
* Participate in a range of new and varied experiences, including first hand experiences such as visits
* Develop an awareness of the wider world
* Develop their resourcefulness, resilience and confidence to become independent
* Be part of a fun and exciting place where children thrive upon success.

As individuals the children will be encouraged to:

* Be involved in and enjoy learning
* Value themselves and other people
* Respect their own beliefs and those of others
* Develop life skills
* Be confident and have positive self esteem
* Have high aspirations
* Be challenged and take considered risks within a safe environment, learning from mistakes
* Be tolerant, caring individuals
* Be able to form confident relationships with their peers and teachers

By the end of Y6 we aim to “inspire every child beyond measure” so that they have reached their potential and enriched their lives

**Formulating Edenthorpe Hall’s Accessibility Plan:**

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

* The Principal
* Assistant principal
* SENDCO
* Transition Management Board (TMB)

**Process:**

Edenthorpe Hall’s Accessibility Plan has been developed as follows:

1. Access audit and review of current activities completed
2. Actions to eliminate barriers identified (with short-term, medium term and long term targets).
3. Goals and targets set which can be measured and include time frames.
4. Consultation with school staff, governors and other bodies i.e. parents/ carers
5. The Plan’s contents checked
6. Publication of the plan (and it included in the governors’ report to parents)
7. Available on School Website <http://edenthorpehall.doncaster.sch.uk/>
8. Implementation of the Accessibility Plan and allocated adequate resources.
9. Evaluated the plan every 3 years (with accessibility plan under on-going review and revision as necessary)

In addition to this we will:

* continually review the environment of the school, the way we plan, prepare and deliver the curriculum and the information we provide for pupils so that we can improve the access for both individuals and groups;
* work to provide an atmosphere where all pupils feel safe and valued;
* promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability ;
* examine those parts of our active and extra-curricular activities which may have limited access for pupils with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding;

**Accessing Edenthorpe Hall’s Accessibility Plan:**

* Presented annually at TMB/Governors’ Meeting
* Available on School Website <http://edenthorpehall.doncaster.sch.uk/>
* Available from the school office on request

**Other Edenthorpe Hall Policies and Documentation:**

The Accessibility Plan should be read in conjunction with the following policies:

* Inclusion policy
* Health and Safety
* Educational Visits Policy
* Special Educational Needs Policy
* Behaviour Policy
* School Development Plan/Rapid Improvement Plan
* School Prospectus

The school's Complaints Procedure covers the Accessibility Plan.

Attached is a set of audits and action plans relating to the key aspects of accessibility.

**EDENTHORPE HALL’S AUDITS AND ACTION PLANS**

**Access Audit**

**Date:** November 2017 - 2020

**Lead member of staff: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Section 1** The school can deliver the curriculum to all children / young people. Give details of items developed, current practise and things to be developed.

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| **Statement** | **Fully** | **Partly** | **Not** | **Plan Prompt** |
| Teachers and support staff are trained to teach and support disabled pupils. | √ |  |  | As part of their continuous professional al development all staff receive regular and relevant in house training as necessary. |
| Staff are confident about meeting the needs of pupils with a disability. |  | √ |  | In previous academic year all staff had ASD training from ASCETS – staffing has changed slightly  This year 1 member of staff has had ASD training  Whole staff have had training on identification and supporting of pupils with dyslexia |
| All school staff and the governors have had access to training on disability, equality and inclusion |  | √ |  | All staff have access to SEN updates and policy documents.  Actions:  1.) As soon as school has its own governing body identify governors who require relevant training  2) Source training (possibly from L.A.) or Governor (G.E.L. training)  3.) identify staff who need relevant training |
| We take advice to ensure our classrooms are optimally organised and resourced for disabled pupils. | √ |  |  |  |
| Positive images of people with different abilities are apparent in the classrooms and the school generally |  | √ |  | Some awareness within school. In FS/KS1 Newsround presenters seen as wheelchair users.  Action;  More images and links to disability and diversity needed within everyday curriculum |
| Staff plan alternative ways of providing experience and understanding of parts of the curriculum i.e. all pupils are encouraged to take part in music, drama and physical activities | √ |  |  | Staff are trained and supported as necessary, to ensure lessons are inclusive. |
| Alternative forms of exercise are given in PE and games for disabled pupils | √ |  |  | Staff differentiate activities accordingly.  Specific exercises are used as directed by OT/ other professionals, as necessary |
| Lessons are responsive to diversity |  | √ |  |  |
| Lessons allow pupils to work individually, with a partner, in groups and whole class. | √ |  |  |  |
| There is extensive peer support and collaborative learning in support of those with a learning disability |  | √ |  |  |
| When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment. | √ |  |  | All classes have support staff allocated to ensure interventions, split input teaching, 1:1 support can maximise learning. |
| Staff recognise and allow for the mental effort/additional time required by disabled pupils | √ |  |  |  |
| When renewing computer hardware and software, machines and materials are chosen to support pupils with a disability, e.g. vocalising brailling, touch screen, assistive technology. |  | √ |  | Whole school ICT resourcing and updating of equipment is currently underway. |
| Provision of iPads/laptops is considered to aid recording and /or communication. |  | √ |  | ICT resources are being reviewed. Some pupils have ipads and use them in lessons. |
| School visits are subject to a regular review to ensure increased levels of access or alternative experience. | √ |  |  | Staff encouraged visit venues prior to booking and liaise with venues to check accessibility. |
| The school links with other schools to share good practice. | √ |  |  | High levels of networking within the Academy Trust. Also outreach support available from local special school and other professional bodies. |
| Staff seek to remove all barriers to learning and participation. | √ |  |  |  |
| When curriculum units are developed the originators always ask if there could be a disability dimension. |  | √ |  | School is looking into ways to develop the curriculum to include this regularly. |
| Access Arrangements are used when appropriate to support pupils with accessing assessments | √ |  |  | This is part of daily good practice – pupils who need additional arrangements to access daily sessions also receive the same arrangements during assessments periods. |
| The school signpost children, young people and families to further support e.g. Together Information Exchange, ASCETs, Autism Family Practitioners, SAIDSEND, IFSS |  | √ |  | Leaflets and information are prominently on display in the school entrance.  Parents are regularly signposted to further support by SENDCO/class teacher during SEN review meetings and also informal conversations.  Action;  Check whether leaflets and information are on the school website. |
| A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion. |  |  | √ | TMB – no designated person currently  Action:  As soon as school has governing body ensure a key person is identified |

**Section 2: Edenthorpe Hall is designed to meet the needs of all children/ young people.**

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| **Statement** | **Fully** | **Partly** | **Not** | **Plan Prompt** |
| The size and layout of areas allow access for all pupils including wheelchair users | √ |  |  | Layout is reviewed to meet the needs of individual pupils as necessary. |
| In considering the school budget there is a clear plan to improve access and resources for those with a disability. | √ |  |  | Reviewed as necessary to meet needs of pupils and stakeholders. |
| There is a plan which shows priorities for major and minor works, costed and included in the School Development Plan | √ |  |  | Buildings and maintenance |
| The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities. | √ |  |  | Health and safety audits used in addition to regular maintenance checks ln equipment e.g. trim trail, hall equipment, etc. |
| Emergency and evacuation systems set up to inform all pupils with SEN, including alarms with both visual and auditory components. | √ |  |  | Fire drill used to assess needs e.g. PEEPs, and action taken to ensure relevant docs are produced and shared with staff and parents. |
| Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants | √ |  |  | Action;  Check PEEPs are upto date for appropriate pupils |
| With regards to ‘Supporting pupils at school with medical conditions (2014)’, there a policy in place for the effective and safe administration of medication. | √ |  |  | Designated first aid/medicines lead overseeing. |
| Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all pupils taking medication, those with limited toileting training. | √ |  |  | Currently there are no pupils with intimate care needs. However in the event of a pupil arriving with such needs intimate care plans would be drawn up alongside parents and key staff to ensure needs are met and carried out safely, with dignity. |
| Pathways of travel around the school site and parking arrangements are safe. | √ |  |  |  |
| Disabled parking spots are available | √ |  |  |  |
| There is a positive and realistic attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to. | √ |  |  |  |
| Furniture and equipment is selected, adjusted and located appropriately. | √ |  |  |  |
| Steps are taken to reduce the background noise for hearing impaired (H.I.) pupils and advice sought from other agencies to take appropriate measures in the classroom. | √ |  |  | Ceilings in larger classrooms lowered to reduce noise and lighting updated to ensure pupils are comfortable. |
| The décor and /or signage is not confusing or disorientating for pupils with a visual impairment (V.I.), autism or epilepsy. |  | √ |  | Colour scheme is neutral.  Action;  Signage around school to be clear and consistent |
| Colour schemes provide colour and tonal contrast for V.I .pupils. | √ |  |  |  |
| Labels and signs are presented pictorially and in written word if needed for people with a disability. |  | √ |  | Action;  Signage around school to be clear and consistent |

**Section 3: Edenthorpe Hall delivers materials in other formats:**

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| --- | --- | --- | --- | --- |
| **Statement** | **Fully** | **Partly** | **Not** | **Plan Prompt** |
| Information is provided in simple language, symbols, large print, on audiotape or in braille pupils who may have difficulty with forms of printed information. | √ |  |  | Information is provided as applicable to individual pupil’s needs. |
| Information is presented to groups in a way which is user friendly or people with disabilities | √ |  |  | Information is provided as applicable to individual pupil’s needs. |
| Staff are familiar with technology and practices developed to assist people with disabilities. |  |  | √ | This will be reviewed according to the needs of individual pupils and also alongside ICT resourcing update. |
| External agencies have raised staff awareness i.e. V.I. H.I. occupational / physiotherapists, speech and language therapists, school nurses. |  | √ |  | Staff training in previous academic years as necessary, depending on the needs of individual pupils in school. |
| There is an effective process to deal with both complaints and positive suggestions from the parents of pupils with a disability. | √ |  |  | Action;  Check that accessibility plan is mentioned on the complaints procedure policy  Parent voice questionnaires, SEN meetings, etc used to gain parent voice. |

**Edenthorpe Hall’s Accessibility Planning Template for Period 2017 – 2020**

Lead member of staff: Date:

The main priorities in our access plan focus on:

* Increasing the extent to which disabled pupils can participate in the school curriculum.
* Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Edenthorpe Hall will monitor the implementation of the Accessibility Plan and keep under review the access needs of the school.

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|  | **Focus/ objective** | **Action** | **People involved** | **Time frame** | **Cost** | **Outcome/ review evaluation** |
| Short term | All signage and labels in communal areas to be clear and consistent | Signs produced for key areas of school | SENDCO/ SLT | By February half term (2019) | Paper, laminates, time to produce, ICT programme as necessary | Signs will be clear and understood by all staff, pupils and visitors |
| Ensure layout of classrooms account for pupils with disabilites | Assess the needs of any pupils new to the school.  Review arrangements for those already on role | SENDCO/ SLT class/ teachers | December 18 | Time | All areas and classes will be accessible as necessary |
|  | Ensure PEEPS are in place for pupils with disabilities | Check pupils new to school have/ need PEEP and review/ write as necessary | SENDCO/ SLT | December 18 | time | PEEPs in place for those who need them. |
| Medium term | To include positive images of people with different abilities in day to day school life (in classrooms and around school) generally | Ensure positive images are displayed and referred to e.g. in curriculum, assemblies, etc. | Staff  SLT | July 19 | Resources e.g. books, posters | Pupils are and respectful of diversity and can talk about it in positive ways. |
| To ensure diversity is celebrated and shared in lessons |
| Long term | All signage in school to be clear and consistent across school | Signs and labels to be easily visible and clear to all children | SENDCO/ SLT  Whole staff | By September start – all classes have consistent labelling of drawers/ equipment | Printing costs  Resourcing  Time | Signage evident across school |
|  | Governor in place for accessibility and SENd. | Appoint a school governor with responsibility for SEN/ accessibility | TMB/ SLT |  |  |  |

**Additional views from consultation:**

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**Checking Edenthorpe Hall’s Access Plan**

When a new Accessibility Plan is formulated the following check will be completed prior to publication:

**Lead member of staff: Date:**

**Period of Plan being checked**: 2018-2019

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| **Does the plan cover;** | **Yes/ No** | **Comments** |
| 1. Access to the curriculum? | Y |  |
| Access to the physical environment? | Y |  |
| Auxiliary aids and services? | Y |  |
| Teaching and learning practices? | Y |  |
| Staff training? | Y |  |
| Culture and ethos? | Y |  |
| Provision of written information? | Y |  |
|  |  |  |
| 1. Are there targets that are; |  |  |
| Short term? |  |  |
| Medium term? |  |  |
| Long term? |  |  |
|  |  |  |
| 1. Are there strategies to ensure targets fulfilled? |  |  |
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| 1. Are there clear outcomes linked to the targets? |  |  |
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| 1. Is there a realistic time frame? |  |  |
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| 1. Are there indications as the resourcing of the plan? |  |  |

**Recommendations as a result of the checking exercise;**

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