



Radley CE Primary School & Foundation Stage Unit

Accessibility Plan

Radley CE Primary 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.

The definition of disability is

“A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities.”

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 a long-term and substantial effect on pupils' everyday lives.

We recognise:

Our duty under the Disability Discrimination Act ('95) as amended by the SENDA (2001)

“from September 2002, it will be unlawful for schools and LAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services”

Schools and LAs must:

- not treat disabled pupils less favourably; and take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty)
- that Local Education Authority and school governors have the duty to publish Accessibility Strategies and Plans

Preparation for entry to the school, the curriculum, teaching and learning, classroom, organisation, timetabling, grouping of pupils, homework, access to school facilities, activities to supplement the curriculum, school sports, school policies, breaks and lunchtimes, the serving of school meals, interaction with peers, assessment and exam arrangements, school discipline and sanctions, school clubs and activities, school trips, the school arrangements for working with other agencies, preparation of pupils for the next phase of education.

Scope of the Plan

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

1. *Improving the physical environment of 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 key boards, switches, specialist desks and chairs and portable

aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils

In maintained schools the provision of a special piece of equipment or extra assistance will be made through the SEN framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the 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.

2. Increase the extent to which disabled pupils can participate in schools' curriculums.

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.

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

3. Improving the delivery of information to pupils with disabilities

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 such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

Other related school policies

Equality for disabled pupils is included as an explicit aim in all of the school's policies and is supported by the school's other policies including:

- Teaching and Learning
- Equal Opportunities Policy
- Behaviour Policy
- Admissions policy/criteria
- School Development Plan
- School Asset Management Plan
- Policy for school trips and excursions
- SEN policy
- Exclusions

Aims

Radley CE Primary 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
- finding ways in which 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 does 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 which 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

Actions to ensure equality for pupils with disabilities

1. We shall undertake a disability audit by continuing to use the LA SEN audit template and the Disability Equality Policy and Action Plan.
2. As a result of the audit, we shall:
 - write an action plan which includes targets
 - make the policy and targets known to all teaching and ancillary staff, pupils and parents
 - monitor the success of the plan
 - The Plan will be reviewed annually by the Curriculum Committee of the Governing Body
3. The Governing Body will ensure that the required information regarding disability equality and access is available on the School's Website.
4. The school's SENCo will monitor and further develop good practice.

Monitoring

Radley CE Primary School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning. We will monitor:

- Admissions
- Attainment
- Attendance
- Punctuality
- Effects of pastoral strategies
- Rewards
- Sanctions
- Exclusions
- Response to teaching styles/subject
- SEN Register
- Setting/groups
- Effects of the Literacy & Numeracy Strategies
- Extra-curricular activities
- Homework
- Gifted and Talented register
- Selection & recruitment of staff
- Governing body representation
- Parents attending consultation meetings
- Parents' involvement in the life of the school (representation on SA, attendance at parents' evenings, in the classroom, school productions, sports day, fetes etc)

Publications for Guidance

Accessible Schools: Planning to increase Issued to all schools in access to schools for disabled pupils June 2002 (DfES Publications)
Schools Disability Code of Practice Disability Rights Commission (DRC)
SEN Code of Practice DfES
DfES Guidance on Inclusive Schooling DfES
National Curriculum 2000 Inclusion DfES Statement
DfEE: Access for disabled people to The Stationary Office school buildings (BB91)

Useful telephone numbers:

Disability Rights Commission 0207 828 7022 DRC Helpline 0845 622 633
DfES Publications 0845 60 222 60
Ofsted Publications 020 7510 0180
QCA 021 8867 3333

Creating an Access Plan/Disability Equality Plan

This is an example of a plan that a school might produce after reviewing existing plans (in particular refurbishments and arrangements and SEN policy), looking at options for improving accessibility within existing arrangements and an audit of the school site for accessibility. The school should monitor the implementation of the plan and to keep under review the access needs of the school.

Targets Strategies Outcome Timeframe Goals Achieved

Short Term

Availability of written material in alternative formats.
The school makes itself aware of the services available through its LA for converting written information into alternative formats. If needed, the school can provide written information in alternative formats.
Delivery of information to disabled pupils improved.

Medium Term

Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments and install window blinds.
Seek advice from LA sensory support service on appropriate colour schemes and blinds.
Several classrooms are made more accessible to visually impaired children.
Physical accessibility of school increased.
Training for teachers for differentiating the curriculum.
After an audit the school decides that some teachers would benefit from training on differentiating the curriculum.
Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.
Increase in access to the National Curriculum.

Long term

School plans to improve access to designated areas over successive financial years. The school decides which of its entrances and exits have priority, and plans to fit ramps and handrails to all of these.
Planned use of minor capital delegated resources and discuss with the LEA using Schools Access Initiative funding.
Having secured capital resources from the LEA, over three year period the school's entry areas, will be fully accessible.
Physical accessibility of school increased.