

WINSCOMBE PRIMARY SCHOOL

Accessibility Policy & Action Plan

Updated: November 2017

Review: July 2020

Review every 3 years

Introduction

This **Accessibility Policy & Action Plan** sets out how the governing body will improve equality of opportunity for disabled people. Our schools are covered by the public sector equality duty and, when carrying out our functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and nondisabled children and young people..

The federation must have regard to:

SEN and Disability Code of Practice: 0 to 25 years January 2015

Part 3 Children's and Families Act 2014:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The Children and Families Act 2014 (Transitional and Saving Provisions)(No 2) Order 2014 13

This means that whenever they are taking decisions they must give consideration to what the Code says.

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

The Equality Act 2010 sets out the legal obligations that schools 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

According to the Equality Act 2010 a disability is defined 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. 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. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Aims and expectation:

This plan sets out the proposals of the Governing Body of Winscombe Primary School to increase access to education and the aims are:

1. to provide a safe, secure, stimulating and supportive atmosphere where each child is valued,
2. to nurture children towards positive self-worth, self-confidence as learners and to help each child mature socially and emotionally
3. to secure inclusive learning environments and to support individual pupils
 - a. with special educational needs
 - b. with disabilities

Winscombe Primary School is committed to equal opportunities and inclusion.

This strategy should be considered alongside the following policy documents:

- Single Equality Policy
- Special Educational Needs
- Inclusion
- School Growth Plan

This plan considers the following three areas as identified in the introduction:

1. Increasing the extent to which disabled pupils can participate in the SLF curriculum by securing relevant staff training and ensuring appropriate classroom organisation
2. Improving the physical environment of the schools such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment

3. Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

Increasing the extent to which disabled pupils can participate in the Winscombe Primary School curriculum

The Winscombe Primary SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and the SENCo will manage the Statutory Assessment Process, ensuring additional resources are available where appropriate.

The SLF provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The SLF works closely with specialist services including:

- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy

Improving access to the physical environment of the school

This element covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environments to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Winscombe Primary School.

Improving the delivery of information to disabled persons

Staff are aware of the services available through the LA for converting written information into alternative formats.

This Accessibility Policy & Action Plan is reviewed annually by the FGB. In addition it will be reviewed three yearly following consultation with the larger school community, the PTA, school council and questionnaires.

The FGB will 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, including this policy on the schools' websites. (Schedule 10 Equalities Act 2010)

Chair of Governors

Executive Headteacher

Accessibility Policy

(Print Name)

(Print Name)

Signed

Signed.....

Date

Date