



Harby C of E Primary School

Accessibility Policy and Plan

This Accessibility Plan and Policy has been developed in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

The Equality Act 2010 requires all schools to prepare and implement an accessibility strategy to improve the physical environment of the school for pupils with disabilities and special educational needs (SEN). This should include consideration of their particular health and safety needs on the school premises and how these can be met.

Key Duties and Responsibilities

The Governing Body has 3 Key Duties to pupils with disabilities:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

It is the responsibility of all staff and governors to work towards:-

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The Accessibility Plan will be resourced, implemented, monitored and reviewed regularly. The attached action plan details how identified priorities linked to the above areas to be addressed will be managed.

Vision and Values

At Harby C of E Primary School we are committed to establishing equality for all students, their parents, staff and other users of the school. The school is committed to providing an appropriate and high quality education to all our children. We believe that all children, including those identified as having disabilities or special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners. Harby C of E Primary School intends to make all children feel welcome irrespective of race, colour, creed or disability. The school has high ambitions for disabled learners and expects them to participate and achieve in all aspects of school life, wherever possible.

Inclusion and Equality Statement

Inclusion is an approach and attitude that will help to give all children opportunities for success and development at school, both academically and socially, and will ensure they are valued as part of the school community. We strive to ensure that pupils' unique needs, differing learning styles and requirements are recognised, valued and supported. We recognise the entitlement of all pupils to a balanced, broadly-based

curriculum. We try to have systems in place for early identification of barriers to their learning and participation so that all pupils can engage in school activities with others. We acknowledge the need for high expectations and suitable targets for all children. We actively seek to encourage equity and equality through our teaching. No gender, race, ethnicity, social and economic background, Special Educational Need or Disability will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes will always be challenged.

Harby C of E Primary School Vision (for all pupils)

“Expanding horizons and Exploring Potential”

Aims

For *all* children to:

- feel valued and respected members of the school
- continue to develop their potential
- develop lively and enquiring minds
- question and discuss rationally
- show respect and care for themselves, others and the environment
- take responsibility for their behaviour
- acquire the knowledge and skills for their present and future needs
- develop skills, which will enable independent learning
- develop spiritual, social and moral awareness

Mission Statements

These aims will be achieved by:

- providing a safe, friendly, happy, caring and stimulating environment
- providing a challenging, broad and balanced curriculum and a wide range of experiences
- making effective use of all resources
- providing opportunity for staff development
- maintaining and developing links throughout the local and wider community
- developing an ethos, which encourages and supports
- employing an effective range of teaching styles and resources
- encouraging partnerships between home school and the community
- supporting parents in the development of their children
- maintaining and developing links with the parish church.

Other Views

The school will regularly consult with any disabled pupils, parents of disabled pupils and disabled parents as appropriate. This will ensure the ongoing review and any resulting necessary amendment to the policy and plan, keeping it relevant and current. Consultation will take place through parental / pupil / staff / governor questionnaire / response / interview.

Definition of Disability

Under the Equality Act 2010 you may be classed as disabled if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.

What do the terms ‘substantial’ and ‘long-term’ mean?

- ‘substantial’ is more than minor or trivial - e.g. it takes much longer than it usually would to complete a daily task like getting dressed
- ‘long-term’ means 12 months or more - e.g. a breathing condition that develops as a result of a lung infection

Related School Policy Documents

It is acknowledged that this policy should be read and considered alongside other school policy documents as there are common areas. The documents to consider alongside the Accessibility Plan are:

- Special Educational Needs
- Inclusion Statement
- Equal Opportunities
- Disability Equality Scheme

Pupil Data

Will be analysed of existing pupils and expected pupils to inform provision. This will include monitoring of attendance of disabled pupils. Participation in all aspects of school life and extended services will be monitored as will the outcome and impact of participation.

Monitoring and Evaluation

The Headteacher and Governing Body will be responsible for monitoring the impact of this plan and for making recommendations for change and development in light of evidence, views and circumstances.

Specific Action Plan for the Development of Accessibility for All Pupils including those with Disabilities or Special Education Needs

<u>PRIORITY</u>	<u>ACTION</u>	<u>PERSON RESPONSIBLE</u>	<u>TIMESCALE</u>	<u>SUCCESS CRITERIA</u>
Medication in school policy (DFE Guidelines)	Develop a medication in school policy to enable all pupils that require ongoing medication to be able to have a care plan and the provision made to meet their needs. Source additional resources needed for implementation.	Bridget Bye (Headteacher) Lee Cottingham (Chair of Governors) School Nurse for advice	September 2014	A policy is in place. Students are able to receive medication in line with their individual care plans. The positive impact is that they are able to attend school and their individual health needs are met. Records show that the policy is being implemented effectively.
Accessibility of the school grounds / classroom areas.	Review access in all school areas for parents and pupils who may have disabilities. Identify actions needed.	Bridget Bye (Headteacher)	Begin June 2015	A plan is identified of areas that need developing.
Ensuring the learning environment is tailored to meet the specific needs of all learners. To identify and remove any barriers to	Consider the indoor learning environment and resources. Do they meet the needs of all learners in relation to their disabilities? Are	Bridget Bye (Headteacher) (To involve pupil discussion and interview as appropriate)	Large project – begin Autumn 2015 with research and lesson study.	Classrooms are well prepared to provide an environment to suit the needs of learners – for example; with dyslexia friendly

learning for pupils to ensure equality and inclusion.	there any barriers to learning that we can address in the physical environment? Review day to day practice to identify any issues for disabled learners and those with wide range SEN/D.			resources and the provision of alternative recording devices to aid communication. Potential barriers are identified and resources and appropriate steps to remove these barriers are put into place.
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Set up system to involve disabled people in all school matters – policy and practice.	Regular statement in weekly Link Letter – encouraging participation of disabled parents in school development and expressing equality. Adjust pupil and parent questionnaires to ensure views of disabled learners / parents in the school are known and can be identified for analysis.	Bridget Bye (Headteacher) Bridget Bye (Headteacher)	Begin June 2015 Parental Questionnaire – Summer 2015 Pupil Questionnaire – Spring 2016	Over time we aim to develop a potential pool of people / learners who identify themselves as disabled to support in the review of policy and practice in school.
Establish a timescale for the review of policies, and practice directly related to Equality and Inclusion.	Publish the school policy timetable on the school website so that it meets a wider audience to ensure all disabled staff, parents, pupils can have an opportunity to contribute.	Bridget Bye (Headteacher) Governing Body – Policy support, review and ratification.	Ongoing work during the Spring and Summer Terms 2015, published on website Autumn 2015.	All relevant parties aware of policy timeframes and review and do have the opportunity to participate and have input. Policies remain updated and relevant to the needs of all school users.

Written by Bridget Bye, September 2014

To be reviewed September 2016