

Holy Trinity Primary School

Accessibility Policy

Reviewed: September 2016

Next Review date: September 2020

Signed: _____ Headteacher

_____ Governing Body

Introduction

Holy Trinity 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.

We define disability as;

‘a person who 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 LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services.” *

**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*

Schools and LEAs must:

- not treat disabled pupils less favourably; and
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- publish Accessibility Strategies and Plans

Scope:

Holy Trinity Primary School aims to cover all three main strands of the planning duty, subject to financial constraints:

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' curriculum.

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 recognized 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
- Single Opportunities Policy
- Disability Equality Scheme
- Behaviour Policy
- Admissions policy/criteria
- School improvement plan
- School Asset Management Plan
- Policy for school trips and excursions
- SEN policy
- Exclusions

Aims: Holy Trinity Primary School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this 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;
- devising teaching strategies which will remove barriers to learning and participation;
- 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);
- by providing written information for pupils with disabilities in a form which is user friendly.

Actions to ensure equality for pupils with disabilities:

1. We will improve disabled access wherever practicable.
2. We will ensure that improvements are made to buildings and access, to ensure that a person with a disability is not limited by the school's infrastructure. We feel that any disability should not preclude a person from taking part in the development of the person's education.
3. The Governing Body will report on developments to improve the infrastructure and accessibility within reports from the Buildings Committee.

Monitoring

Holy Trinity 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**
- **Exclusions**
- **Selection & recruitment of staff**
- **Governing body representation**

Publications for Guidance

Accessible Schools: Planning to increase 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 Statement DfES

DfEE: Access for disabled people to school buildings (BB91)