



**Mesne Lea
Primary School**

Working together for individual excellence

Policy for Accessibility

Practice Guidance for those who Work and Volunteer with, and have a Care to Safeguard Children and Young People

Authorised by	Governing Body
Date of authorisation	December 2016
Review date	December 2020
Equality Impact Assessed	Model Policies EIA by Salford LA

Policy Statement

- 1.1 The school is committed to ensuring equal access for all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.
- 1.2 This policy is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995, as amended by the Special Educational Needs (SEN) and Disability Act 2001 (SEND). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by Department for Education and Skills (DfES) in July 2002.

- 1.3 "Disability: is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities" (Disability Discrimination Act (DDA) 1995 Part 1 para. 1.1.). This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act:-

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis
- For a mental impairment the need for it to be clinically well recognised has been removed.
- The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

The definition extends to those who have had a disability. (DDA 1995 Part 1 para 2. - (1). The provisions of this Part and Parts II and III apply in relation to a person who has had a disability as they apply in relation to a person who has that disability.)

We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. The school recognises that social, educational and behavioural difficulties are part of this definition.

Aims and Principles

2.1 The main aim of this policy is to reduce and eliminate barriers in accessing the curriculum and to promote full participation in the school community for pupils and prospective pupils with a disability.

2.2 Compliance with the DDA is consistent with the following documents: the School Aims, the Equal Opportunities and Community Cohesion Policy, and the operation of the school SEN & Inclusion Policy. This policy should be read in conjunction with the school's Disability Equality Policy.

2.3 The school recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against pupils in the admission and exclusions, and provision of education and associated services;
- not to treat pupils who are disabled less favourably for a reason related to their disability;
- to take reasonable steps to avoid putting pupils who are disabled at a substantial disadvantage

2.4 In performing their duties, Governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002).

2.5 The school recognises and values parents' knowledge of their child's disability and its effects on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

2.6 The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Implementation

3.1 Education & related activities

- The School will continue to follow the guidance and strategies set out in the Primary Strategy's Inclusion Development Programme for pupils with Dyslexic, Autistic, Behavioural and Speech and Language barriers to learning.
- The school will continue to seek and follow the advice of Local Authority (LA) services, such as specialist teacher advisers and SEN inspectors/advisors, and of appropriate health professionals from the local NHS Trusts.
- Teachers and teaching assistants will have the additional necessary training to teach and support pupils who are disabled as the need arises.
- Where necessary, the school will ensure that learning is made more accessible through appropriate adjustments to school and classroom organisation and support, including the deployment of staff, timetabling, curriculum options, dependent on individual needs.

3.2 Physical environment

- The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.
- In response to individual needs, specific adjustments will be made to existing features, including 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 will be fitted as appropriate, including ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds and way-finding systems.
- The school will provide as necessary, physical aids to access education 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.

3.3 Provision of information

- The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.
- The school will ensure that information about the school and school events (such as handouts, timetables, textbooks and newsletters) are made accessible to disabled pupils and their families. As determined appropriate for individual needs, this may 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 will also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

Evaluation & Monitoring

4.1 Mesne Lea Primary School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

4.2 In the summer term each year, the school will monitor relevant data and information on:

- Admissions
- Attainment
- Attendance
- Effects of pastoral strategies
- Exclusions
- Selection and recruitment of staff
- Governing Body representation
- Parents attending consultation meetings
- Parents' involvement in the life of the School (representation on PTA, attendance at parents' evenings, in the classroom, School productions, sports day, fetes etc)

4.3 In addition, the Head Teacher and Governing Body will monitor the effectiveness of this policy and how well targets have been met through its annual disability audit (see Appendix A). This audit will be conducted through Governor visits to the school and with focus group interviews.

4.4 As a result of the annual disability audit, the Resources Committee shall:

- write an action plan which includes targets, as part of the School's Development Plan and Premises Plan
- make the targets known to all teaching and ancillary staff, pupils and parents
- monitor the success of the plan.

Signed by the Chair of Governors

Appendix A
Annual Disability Audit

Part 1: Education & related activities		
	Yes (evidence)	No (comment)
Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?		
Are the classrooms optimally organised for disabled pupils?		
Do lessons provide opportunities for all pupils to achieve?		
Are lessons responsive to pupil diversity?		
Do lessons involve work to be done by individuals, pairs, groups and whole class?		
Are all pupils encouraged to take part in music, drama and physical activities?		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?		
Do staff provide ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?		
Do we provide access to computer technology appropriate for students with disabilities?		
Are School visits made accessible to all pupils, irrespective of attainment or impairment?		
Are there high expectations of all pupils?		

Do staff seek to remove all barriers to learning and participation?		
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*This audit may be conducted jointly by the Health and Safety Governor and the Equality Governor as part of the school's annual Governor Visits Schedule.

Appendix A

Annual Disability Audit

Part 2: Physical environment		
	Yes (evidence)	No (comment)
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, hall, library and playground – allow access for all pupils?		
Can pupils who use wheelchairs move around the School without experiencing barriers to access such as those caused by doorways, steps and stairs and toilet facilities?		
Are pathways of travel around the School site and parking arrangements safe, routes logical and well signed?		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		
Are areas to which pupils have access well lit?		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?		
Is furniture and equipment selected, adjusted and located appropriately?		

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Appendix A
Annual Disability Audit

Part 3: Provision of information		
	Yes (evidence)	No (comment)
Do we provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		
Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?		
Do we have facilities such as ICT to produce written information in different formats?		
Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities?		

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