



Dale Community Primary and Stonehill Nursery Federation

Accessibility Plan

Head Teacher:

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Chair of Governors:

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Policy Approved by:

Governors Behaviour and Safety Committee

Policy reviewed by:

Governors Behaviour and
Safety Committee

Date: 7 March 2017

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ACCESSIBILITY PLAN

Legal Background

The Disability Discrimination Act - DDA, as amended by the SEN and Disability Act 2001, requires all schools and LEAs to plan to increase, over time, accessibility to schools for disabled pupils. Schools are required to produce plans for their individual school and LEAs are required to prepare accessibility strategies covering the maintained schools in their areas.

Both schools and the Education Service are required to plan for:

- Increasing access for disabled pupils to the curriculum
- Improving access to the school's physical environment
- Improving written information for disabled pupils.

There are three main duties:

- Not to treat disabled pupils less favourably
- To make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage
- To prepare an accessibility strategy (Education Service) and accessibility plans (schools) for increasing the accessibility of schools for disabled pupils.

In considering the requirements of current and future disabled pupils, we will need to make reasonable enquiries to find out whether children have a disability through our admission procedures.

We also recognize that the duty not to discriminate covers all aspects of school life, including extra-curricular activities, educational visits and school trips and so we have a duty to make reasonable adjustments to the full range of policies, procedures and practices of the school.

When seeking to make reasonable adjustments to school policies, procedures and practices we will take into account the need to maintain;

- Academic standards
- Available resources
- The practicalities of making a particular adjustment
- The health and safety of the disabled pupils and others and the interests of others.

Definition of Disability

Pupils falling within the definition of disabled will have a wide range of needs and requirements including: mobility impairment, sensory impairment, learning disabilities, mental health conditions, epilepsy, AIDS, asthma and progressive/degenerative conditions.

At our school we will not automatically consider pupils with a disability to have special educational needs; we will use the DDA definition of disability 'a person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

Special Educational Needs

The Education Act 1996 states that 'children have a special educational need if they have a learning difficulty which calls for special educational provision to be made for them'. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents, or hinders, them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA
- Are under compulsory school age and fall within the above definitions, or would do so if special educational provision was not made for them.

Inclusion - A Statement of Intent

Inclusion of pupils is not solely a question of access through building arrangements. Derby City LA issued a Statement of Inclusion in September 2001. This documents Derby City's ethos and beliefs within the inclusion agenda (APPENDIX 1).

Dale and Stonehill Federation fully support this LA policy.

Increasing the way in which disabled pupils can access the curriculum

When making reasonable adjustments in school we will access the following:

- Expert advice from specialist teachers and the Educational Psychology Service
- The provision of technological aids and adaptation to facilities and learning through the Access Initiative Funding and through the school's delegated funding
- Specialist training for the needs of individual pupils
- Training provided through the Course and Conference Programme.

Further guidance is also available from:

- The inclusion statement in national curriculum 2000 suggests ways to plan classroom organisation and how teaching and learning can address the needs of disabled pupils
- The QCA general and subject guidelines, planning, teaching and assessing the curriculum for pupils with learning difficulties, help schools to differentiate the curriculum
- 'Supporting the Target Setting Process', published by the DfE and QCA, provides advice on target setting for pupils with special educational needs.

Improving the physical environment of schools

We will also explore and access the following:

- Advice from the Sensory Team and Physical Support Services to advise on environmental issues
- Advice from an Access Officer on improving the physical environment
- Seek clarification of the use of Capital budgets to achieve a systematic cross-city approach to making schools accessible
- Advice from members of Derby City Education Service's Asset Management Planning Team.

Anthony Adams
Chair of Governors

March 2017

DALE AND STONEHILL - ACCESSIBILITY PLAN

PHYSICAL ACCESS		
Target	Strategy	Outcome
To review when necessary the school buildings to ensure that there are no physical barriers for all pupils and staff.	To track progress of SIP identified issues and inform LA of all concern areas annually.	School building annually reviewed. Full physical access to the building for all.

CURRICULUM ACCESS			
Timescale	Target	Strategy	Outcome
Annually	<p>To raise staff awareness of DDA and the range of disabilities.</p> <p>To ensure all pupils are able to access the NC at an appropriate level.</p> <p>To ensure differentiation is in place in all planning and provision across the school.</p> <p>To ensure all interventions are targeted appropriately in line with school procedures and that appropriate support form external agencies is requested.</p> <p>To ensure all out of school activities are planned to ensure that pupils with disabilities can participate.</p> <p>To ensure that in the course of planning for the following year arrangements for both staff and pupils take account of all additional needs.</p>	<p>Staff inset to regularly have inputs - SEN/G&T/DDA on application of strategy.</p> <p>Regular staff updates.</p> <p>Planning monitored termly.</p> <p>To review termly in intervention team meetings current practice and future requirements.</p> <p>Review risk assessment procedures support this process.</p> <p>SMT to review annually as part of SMT planning.</p>	<p>Staff awareness</p> <p>Pupils able to access full curriculum.</p> <p>Staff feedback regular and constructive.</p> <p>Standards improved and progress of all pupils monitored.</p> <p>Risk assessment system in place.</p> <p>Pupils and staff are appropriately placed in classrooms.</p>

DALE AND STONEHILL

Inclusion – Statement of Intent

The starting point for inclusion is the needs of the children so that:

- The aim of education for children with additional needs - including those with SEN, disabilities, or excluded from school - are no different from those of all children and young people
- Inclusion is not a state but a process that requires continued and planned development.
- Inclusive practice and school improvement are linked.

What is Inclusive Education?

Inclusive education uses proven methods of teaching from which all children can benefit; it assumes human differences are normal. Learning must be adapted to the needs of the child, not the child fitted to the system.

Therefore an Inclusive Education that values diversity and meets a wide range of needs improves the achievements of all children and young people.

What does the school believe?

- A good school is an inclusive school
- All children can learn successfully. The development of a more inclusive school will help raise standards in teaching, learning and attainment by looking at how best to meet the needs of all children
- Including children with additional needs is a major contributor to tackling discrimination. Inclusive education embraces the concept of equality of opportunity for all children
- It is important to build upon good practice. This will maintain a range of specialist provision to ensure a choice for parents and children. This is very important for pupils with severe and complex needs
- Change should be undertaken step by step, properly funded and guided by the evidence of best practice.

What does our school want?

A corporate approach that ensures:

- All agencies work together to develop inclusive practice.
- Widespread acceptance on the part of staff of the aims of inclusion
- Clear links are made with other key plans from health, social services and education.

An Education Service that ensures:

- All pupils achieving the highest possible standards in learning and behaviour
- An approach that allows regular meetings with all concerned to test and check progress towards increasing inclusion
- Schools are given the resources they need so that they can make the best choices in meeting the needs of children.

What does this mean in practice?

We aim to:

- Provide training and guidance linked to SEN
- Look at funding to help make school free of physical barriers to inclusion
- Incorporate inclusion as part of the school improvement plan
- Develop inclusive practice so that all children have access to a broad and balanced curriculum
- Set suitable learning challenges
- Respond to pupils diverse learning needs
- Overcome potential barriers to learning
- Help enable children to become successful lifelong learners.