



Accessibility Policy

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Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA: 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.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA: 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.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"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."

Part 1 para 2 includes persons with past disabilities to be included

“ 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.”

1. Starting points 1A: The purpose and direction of the school’s plan: vision and values

At Flowery Field Primary School we are developing a Curriculum that is challenging and engaging for all pupils. We aim to motivate and excite our learners whilst addressing the needs of the local area and preparing them for life. Our children will have relevant skills and attitudes to prepare them for the future, the world of work and to become lifelong learners.

Through excellent standards of teaching and learning achievement will be consistently high. The curriculum will be wide and rich so that everyone can experience success and develop personal interests. We want our children to value themselves as individuals, recognise their talents and qualities, and develop ambition.

We are committed to providing a variety of learning experiences that appeal to all types of learners, allowing them to be inspired and to inspire others. Through working collaboratively children will learn the value of sharing experiences and ideas and will be able to communicate well on many levels. Their learning journey will allow them to develop and grow through real experiences, investigation, exploration and problem solving.

Flowery Field has high ambitions for all students and expects them to participate and achieve in every aspect of school life. Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement. The school:

- sets suitable learning challenges;
- responds to pupils’ diverse needs;
- overcomes potential barriers to learning and assessment for individuals and groups of pupils;
- aims to identify and remove barriers to disabled pupils in every area of school life

Flowery Field makes all children feel welcome irrespective of race, colour, creed or impairment.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- The school recognises its duty under the DDA (as amended by the SENDA):
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan

- The school recognises and values parents' knowledge of their child's disability and its effect on his/hers abilities to carry out normal activities, and respects the parents' and child's right to confidentiality.
- 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: setting suitable learning challenges: responding to pupils` diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

a) Education & related activities

The school will continue to seek and follow the advice of the Trust's specialists, such as teacher advisers and SEN inspectors/advisers, and of appropriate health professionals.

b) 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, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) 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.

Action Plan

See attached (Appendix 1)

Possible Accessibility issue	Situation at present	Action/ objective	Time scale	Person (s) involved	Monitoring
Achievement of students	Because of the number of support staff we have in school, all pupils receive support to meet their needs regardless of gender, race, and disability. All students attend educational visits.	Continue to use assessment for learning daily and provide additional support / intervention. Ensure reasonable adjustments are made as and when necessary to include students with disabilities.	Ongoing	Teachers and teaching assistant	Regular Head teacher/ SENCO and teachers meet to monitor progress and impact of support every half term
Sports	All students are given equal opportunity to participate in sports. We promote inclusion.	Continue to offer sports to all students.	Ongoing	Teachers and TA	List of pupil participation
Staffing	Recruitment – all positions advertised are open to males and females, applications from disabled people are welcome. Applications are judged strictly on merits. Points are given to each candidate based on how their application meets the relevant school criteria.	To ensure all applications are considered purely on merit.	As and when vacancies arise	Governors / Principal	Governors / principal
Use of supply teachers	We contact supply agencies who supply teachers both male and	To ensure appropriate supply cover obtained to promote continuity	Ongoing	Principal / teachers	

	female depending on availability. Any preferred choice is based on relationship with pupils, ability to follow school discipline code and teaching ability	and progression in children's learning.			
Outside agencies	Nurses / Educational psychologists / support workers etc male and female support staff are welcome in our school.	To ensure all students have access to appropriate support.	As and when required	Principal/ SENCO/ teachers	Regular Principal/ SENCO meetings to monitor progress and impact of support.
Buildings	Access at all ground level doors for wheelchairs. Lift to upper floor. Disabled toilet facilities in place. Hygiene room facility available for pupils. New school buildings are DDA compliant.			Office staff, site manager, Principal.	Regular meetings with site manager to see where we are up to and raise any areas that need maintaining.