

## **Accessibility Policy**

### **Mission Statement**

We strive to ensure that the school provides the best possible primary education for all our pupils. Parents, staff and governors work together with the support of the Church and our communities for the wellbeing and development of all our children in a Christian environment.

### **Vision**

To realise the potential in.

### **Values**

- To show respect for each other
- To demonstrate the Christian ethos of love
- To be resilient, confident and determined to do the best we can in all things
- To demonstrate trust in our dealings with others
- To show integrity and honesty in all our actions
- To have belief that we can all achieve success and excellence that contributes to our Christian community.

Cuddington and Dinton C of C 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.

### **The definition of disability is:**

“A person suffers 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.” 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”

Schools and LEAs must:

- not treat disabled pupils less favourably;
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the ‘reasonable adjustment’ duty)

- publish an Accessibility Strategy and Plan (Accessibility Policy and Accessibility Plan)

### **Scope of the Plan**

This plan covers all three main strands of the planning duty:

#### **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

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.

#### **Increase the extent to which disabled pupils can participate in School's 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.

#### **Improving the delivery of information to pupils and parents 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 recognised 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.

### **Aims**

We aim to include all pupils, including those with disabilities, in the full life of the School. Our strategies to do this will 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 against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- 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) through a programme of training
- by providing information for pupils with disabilities in a form which is user friendly.
- by using language which does not offend and make staff and pupils aware of the importance of language.
- by examining our library and reading books to ensure that there are examples of positive images of disabled people

### **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
- Equal Opportunities Policy
- Behaviour Policy
- Admissions policy/criteria

- School improvement plan
- Policy for School trips and excursions
- SEN policy
- Exclusions

### **Publications for Guidance**

Accessible Schools: Planning to increase access to Schools for disabled pupil Issued to all Schools in 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) The Stationery Office

### **Useful telephone numbers:**

Equality and Human Rights Commission 0845 604 6610

DRC Helpline 0845 622 633

DfES Publications 0845 60 222 07002 637 833

Ofsted Publications 07002 637 833

QCA 021 8867 3333

### **Actions**

1. We shall undertake a disability audit, annually using a checklist.
2. As a result of the audit, we shall:
  - write an Accessibility Plan ; make the policy and targets known to all staff, pupils, parents and Governors
  - monitor the success of the plan
  - review the plan annually
3. The School will set up a working party to monitor and further develop good practice.

<b>How does the School deliver the curriculum?</b>	
Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Yes
Are the classrooms optimally organised for disabled pupils?	Yes

Do lessons provide opportunities for all pupils to achieve?	Yes
Are lessons responsive to pupil diversity?	Yes
Do lessons involve work to be done by individuals, pairs, groups and whole class?	Yes
Are all pupils encouraged to take part in music, drama and physical activities?	Yes
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	Yes
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	N/A
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?	N/A
Do we provide access to computer technology appropriate for students with disabilities?	N/A
Are School visits made accessible to all pupils, irrespective of attainment or impairment?	Yes
Are there high expectations of all pupils?	Yes
Do staff seek to remove all barriers to learning and participation?	Yes
<b>Is the School designed to meet the needs of all pupils?</b>	
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, hall, library and playground – allow access for all pupils?	Yes
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?	Yes
Are pathways of travel around the School site and parking arrangements safe, routes logical and well signed?	Yes
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?	Yes
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	N/A
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	No
Are areas to which pupils have access well lit?	Yes
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	Yes
Is furniture and equipment selected, adjusted and located appropriately?	Yes
<b>How does the school deliver materials in other formats?</b>	
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?	N/A
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 power point slide and describing diagrams?	Yes

Do we have facilities such as ICT to produce written information in different formats?	Yes
Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities?	N/A