

**Red Hall Primary School**

**Accessibility Policy and Plan**

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| **Document History** | |
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| **By:** | **HT** |
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**Introduction**

Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:

* To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
* To prepare and publish a Disability Equality Scheme to show how they will meet these duties.

According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-today activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

This Accessibility Plan forms part of the school’s Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

**School aims and values**

At Red Hall Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state that Red Hall Primary School aims:

* to maximise the potential of all our children by providing them with an exciting and creative curriculum, taught by inspirational staff, in an environment where they feel safe, nurtured and valued.
* to support our families in many different ways and believe partnership is at our core. Creating strong links with parents and carers gives our children the best possible start to their educational success.

Red Hall Primary School is committed to equality of opportunities in all aspects of our provision and further information of how we endeavour to meet our responsibilities can be found in the following school policy documents;

* Equal Opportunities Policy
* SEN Policy
* SEND Local Offer
* Health and Safety Policy
* Safeguarding Policy
* Anti Bullying Policies including ‘Tackling the Use of Homophobic Language’.
* Transgender Policy
* Staff related policies e.g. Safer Recruitment, Code of Conduct.

**Management, Implementation and Publication**

It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

It is a requirement that the school’s Accessibility Plan is resourced, implemented and reviewed and revised as necessary. An action plan is attached as **Appendix 1** showing the priorities identified for action along with how they are to be addressed. A success criteria has been set so progress and outcomes can be measured. The plan is to be reviewed and updated at least every three years.

The Accessibility plan will be available to all children, staff and parents to contribute to the review process at any time.

The Accessibility plan will be published on the School’s website and can be available as a paper copy from the main office.

**Appendix 1 – Red Hall Primary School Accessibility Plan**

**Aims and objectives**

**In accordance with the Disability Act, our aims are to:**

* **Increase access to the curriculum for pupils with a disability**
* **Improve and maintain access to the physical environment**
* **Improve the delivery of written information to pupils**

**The table below sets out how the school will achieve these aims.**

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| **Aim** | **Strategies** | **Person Responsible** | **Success Criteria** | **Monitoring** |
| **To increase access to the curriculum for pupils with a disability;**   * **Ensure lessons are appropriately differentiated to ensure the participation of all pupils.** * **Support individual needs when taking part in lessons.** * **Organise classrooms to promote the participation and independence of pupils.** | Staff training from SENCO e.g. ASD, Dyslexia, MHFA  Parent training in use of Makaton for the Early Years  Use a range of teaching methods and styles e.g. use of visual timetables across the whole school, peer tutoring, Makaton in Early Years  Use of coloured backgrounds on IWB, paper for worksheets, enlarged texts, targeted personal support  Review and implement a preferred layout of furniture and equipment to support the learning of all pupils.  Personalised work spaces. | Class teachers, support staff | Children make good progress in accordance with their ability and achieve their targets. | Lesson Observations, planning, pupil progress data. |
| **To improve and maintain access to the physical environment;**   * **Additional provision over lunchtime for children who benefit from greater structure and a more peaceful environment.** * **Monitor the physical environment to identify areas that may require attention** | Develop lunchtime club to support pupils with SEMH difficulties.  Provide outdoor quiet spaces on the playgrounds.  Regular inspection of exterior surfaces, entrances and exits, internal doors, gates, lifts, toilets, lighting and other relevant areas. | DHT, Lunchtime Staff, Class teachers, Support Staff  HT/Office Manager  Caretaker | Children happy and engaged in purposeful activity over lunchtimes  Premises are safe and accessible to the whole school community | **Observations**  **Health and Safety Inspection, records of building work.** |
| **To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.**   * Provide written material in alternative formats. | Reduced/simplified amounts of text, larger print size, use of a reader where appropriate. | Class teachers  Support Staff | All pupils able to access information in a meaningful and appropriate way leading to good learning outcomes. | **Lesson observations, pupil and parent consultations planning** |