

LANGDON
PRIMARY SCHOOL

Accessibility Policy

Created Autumn 2018

Agreed by the Governing Body 11.12.18

Due for review Autumn 2020

THE ACCESSIBILITY POLICY

Langdon Primary 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 members treat one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity. The government have determined that,

“You’re disabled under the Equality Act 2010 if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.”

Definition of the terms:

- ‘physical impairment’ including sensory impairments;
- ‘mental impairment’ including learning difficulties and an impairment resulting from or consisting of a mental illness;
- ‘substantial’ means ‘more than minor or trivial’;
- ‘long-term’ is defined as twelve months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person’s ability to carry out normal day to day activities is substantial and long term as defined above.

The effect on normal day to day activities is on one or more of the following:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

We recognise:

Our duty under the Disability Discrimination Act (1995) as amended by the SENDA (2001) together with our duty under the Disability Equality Duty (the Duty) 2005,

“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.”

The school has "a general duty to promote disability equality and a specific duty . . . to prepare and publish a disability equality scheme (a scheme) showing how it is meeting its general duty."

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).

The Local Education Authority and school governors have the duty to publish Accessibility Strategies and Plans - Appendix 1.

Scope of the Plan

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

- 1. 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 (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through their Education Health and Care Plan but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

- 2. Increase the extent to which disabled pupils can participate in schools' 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.

3. Improving the delivery of information to pupils 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.

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
- School Asset Management Plan
- Policy for school trips and excursions
- SEN policy
- Exclusions

Aims

Langdon Primary School aims 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
- involve pupils with disabilities in discussions relating to provision
- involve parents and members of the community with disabilities in discussions relating to their access to the school and information that is circulated

- planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate
- setting an 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
- providing written information for pupils with disabilities in a form which is user friendly
- using language which does not offend in all school literature and making staff and pupils aware of the importance of language
- examining our book stock to ensure that there are examples of positive images of disabled people

Actions to ensure equality for pupils with disabilities

1. The Governing Body together with the SENCo will undertake a disability audit once every two years in order to inform the School Improvement Plan.
2. As a result of the audit, we shall:
 - write an action plan which includes targets (will comprise part of the School Improvement Plan)
 - make the policy and targets available to all teaching and support staff, pupils and parents
 - monitor the success of the plan
 - the plan will be reviewed by the Headteacher.
3. The governors and staff of the school will monitor the plan and further develop good practice.

Monitoring

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

We will monitor:

- ❑ Admissions
- ❑ Attainment
- ❑ Attendance
- ❑ Exclusions
- ❑ Response to teaching and learning
- ❑ SEN
- ❑ Selection & recruitment of staff
- ❑ Governing body representation
- ❑ Parents' involvement in the life of the school (representation on PTFA, attendance at parents' evenings, in the classroom, school productions, sports day, fetes etc)

Useful telephone numbers:

Equality Advisory and Support Service (EASS) 0808 800 0082

Department for Education 0370 000 2288

Ofsted Publications 020 7510 0180

Ofsted 0300 123 1231