

BELONGING, BELIEVING, BECOMING

DDA - Accessibility Policy

Accessibility Policy

This policy applies to all pupils in the school, including EYFS

CONTENTS

- 1.0 Roles and Responsibilities
- 2.0 Suggested Audience
- 3.0 Related policies
- 4.0 Introduction
- 5.0 Aims and Objectives
- 6.0 Accessibility Plan
- 7.0 Monitoring and Review
- 8.0 Approval by Local Governing Body

Appendix 1: School Accessibility Plan

1.0 Roles and Responsibilities

The Governing Body of West Didsbury CE Primary School have given responsibility for implementation of this policy to the Head of School. On an operational basis, the responsibility for leadership, organisation and evaluation of this policy will be undertaken by the Head of School

2.0 Suggested Audience

Governors, all school staff, parents and pupils.

As part of their school induction or professional development, all school staff will participate in training which enables each person to be familiar with the procedures outlined in this policy.

Future changes as a result of new legislation and guidance from other national bodies will also form part of a programme of Continuing Professional Development.

3.0 Related Policies

This policy is one of a suite of policies which should also be referred to:

- Equality Policy
- Equal Opportunities for pupils

4.0 Introduction

West Didsbury CE Primary School is an inclusive school, welcoming all pupils, whatever their ability, need or background, set within the ethos and practices of the Christian faith.

The school will take all reasonable and practical steps to ensure that every student has full access to a broad, balanced and relevant curriculum, which is compellingly taught by inspiring professionals.

This accessibility policy will be further developed in collaboration with other members of the school community to ensure that stakeholders' views influence the school's actions and priorities.

5.0 Aims and objectives

West Didsbury CE Primary School will take every reasonable step to ensure that all pupils have full access to the curriculum and learning opportunities provided by this school.

The Governing Body will ensure that disabled pupils and staff are treated fairly and not disadvantaged wherever possible.

The Governing Body will use its resources efficiently to make reasonable and sensible adjustments, to ensure disabled pupils and staff have maximum access to the school's resources.

West Didsbury CE Primary School will comply with all aspects of the Equality Act (2010) and make plans, in collaboration with its school community to:

- Ensure increased access for disabled pupils to the curriculum. By 'curriculum' we mean teaching and learning as part of the timetabled school day, the extended curriculum, which includes enrichment activities at the end of the day or at weekends, in holidays and, on school visits, trips and residential.
- Ensure improved physical access to the physical environment of the school. This refers to access and egress, washing and toileting, dining and access to major curriculum areas.
- Ensure reviewing and where relevant, improving the delivery of written information to disabled pupils, staff and parents. The school will make every effort, through the use of digital technologies, translation services and assisted services (such as Braille) to ensure that every pupil, member of staff and parent has access to information; presented clearly and when required.

6.0 Accessibility Plan

West Didsbury CE Primary School will prepare an accessibility plan, in collaboration with pupils, staff, parents and community members which will identify short-term (completed within one year), medium-term (completed within three years) and long-term (completed within five years) plans.

Three principal areas have been identified which form important elements in the school's accessibility plan:

Premises - School Building: an audit will be carried out to check accessibility to all parts of the school building. This will help to prioritise access issues around the physical environment. It will suggest ways to achieve these targets that can be included in the accessibility plan.

The Curriculum: Develop staff awareness and understanding of disability discrimination, access issues and the promotion of disability equality. Ensure all aspects of the curriculum are accessible to all pupils. This will be delivered by means of staff planning carefully differentiated activities which enable all pupils to access the all areas of the curriculum at an appropriate level to ensure they are able to make progress in each lesson.

Information: Improve the awareness of staff, pupils, parents and Governors around the access needs of key stakeholders. The school will start by ensuring that all its disabled pupils have full access to the curriculum and the information they need to progress. This will include attainment targets and progress reports. The school will seek comments from pupils, parents and staff once each term, through the use of anonymous questionnaires on access arrangements and future needs. The school will also work with local nurseries/pre-schools to identify any future access needs, so that longer-term arrangements can be sustainably planned.

The Accessibility Plan will be published on the school's website and will be time-specific: it will be produced for a five-year period, reflecting the duration of the short, medium and long-term plans.

The Accessibility Plan will be appended to annual School Development Plans to ensure that provision is planned within a whole-school context.

7.0 Monitoring and Review

The Head of School will provide the Governing Body with a written report on the implementation of the school's accessibility policy and plan annually. The report will not contain any information which would enable any individual to be identified.

8.0 Approval by Governing Body and Review Date

This policy has been formally approved and adopted by the Governing Body at a formally convened meeting.

Signed: _____ *P Blackburn* _____

(Chair of Governing Body)

Date: _____ May 2021 _____

Review date: _____ May 2024 _____

Appendix 1: West Didsbury CE Primary School - Accessibility Plan 2021-2026 (To be reviewed and updated annually)

1. Improving access to the physical environment of the school

	Targets	Actions	Timescale	Responsibility	Outcomes
Short Term	School is aware of the access needs of disabled children.	a) Create access plans for individual disabled children as part of SEN support process.			Individual plans in place for all disabled pupils and all staff aware of all access needs.
	School staff are aware of access issues.	a) Provide information and training on disability equality for all staff.			Raised confidence of staff and governors in commitment to meet access needs.
	Any planned premises refurbishment/construction work does not hamper ability of pupils or staff to access the curriculum and learning opportunities.	a) HoS or nominee will agree plans with the Construction Company to maximise access.			Construction works do not affect pupils' or staff access to physical environment.

	Next section to be completed in collaboration with school community				
Medium Term	Review existing building and external social areas to audit access for pupils or parents in wheelchairs. Include access to dining and refreshments.	With the support of disabled parents or pupils, a practical review of access is carried out to identify any areas for improvement.			An annotated plan defines areas where additional provision or amendments could be made. This will result in improved access for all groups to the school's facilities.
	Review existing signage to ensure information is fully accessible to all pupils and visitors.	Audit of school building should indicate that present users will be able to navigate themselves around the school with minimal help.			Where required, new or revised signing will help parents and pupils to more efficiently access all parts of the school's learning resources.
To be completed in collaboration with school community.					
Long Term	Audit internal decoration to ensure that pupils on the Autistic spectrum are able and comfortable to access and work in all areas of the school.	School will seek the advice of the National Autistic Society. Areas where ASD pupils may feel uncomfortable are identified.			Pupils with ASD will have greater levels of well-being and comfort, leading to increased concentration and, progress.

2. Improving access to the curriculum

	Targets	Actions	Timescale	Responsibility	Outcomes
Short Term	Improve ability of staff to differentiate learning tasks more effectively.	Audit staff competency through appraisal programme / lesson observation. Provide CPD to address issues identified.			Improved competence & confidence of staff, leading to improved quality of teaching.
	Improve skills of support staff, such as TAs to better support SEND pupils.	Audit staff needs through PM process. Organise relevant training for all TAs, looking at one element.			Improved competence and confidence of TAs to support pupils more effectively.
To be completed in collaboration with school community.					
Medium Term	Ensure all staff can use systems to improve their communication skills e.g. Sound Field systems and dedicated ICT resources.	Audit of present staff capability in this area to identify key areas. Organise CPD to address these issues.			Improved ability of staff to provide clearer communication, leading to improved student understanding and progress.

	Review all schemes of work to ensure that differentiation is written into each one.	Working with SENCO, carry out an audit to discover arrangements for SEND pupils in schemes of work. Where necessary, redraft SoWs to include differentiation strategies and include.			Improved provision for all pupils, most notably those with SEND.
To be completed in collaboration with school community.					
Long Term	Audit present provision to review disabled pupils' access to extra-curricular provision including trips and residential.	Review of pupils accessing enrichment, trips and visits to be carried out for a period of time. Participation analysed to indicate activities which disabled pupils are not involved in. Activities reviewed in light of review and analysis.			A revised programme of enrichment implemented which attracts and involves more pupils, leading to increased enjoyment and health.

3. Improving access to information

	Targets	Actions	Timescale	Responsibility	Outcomes
Short Term	1. Review present information provided to pupils and parents.	Review school website and policies to ensure the information is accessible by people who either have a disability or who do not have a good grasp of English. Make enquiries to produce key school documents e.g. prospectus, admissions docs, newsletters in Braille or large print.			a. Report submitted to Governors. b. Website re-designed if necessary. c. Costed quotation prepared.
	2. Ensure staff are aware of guidance on accessible formats.	Distribute information and arrange for INSET on this. Include dyslexia training.			Staff apply this information to worksheets.
To be completed in collaboration with school community.					
Medium Term	Introduce British Sign Language into school.	Invite a speaker from the RNID to speak to pupils on deafness. Invite a trainer to work with interested staff (and pupils) in an after-school club. Offer BSL facilitation at all school events.			Pupils have greater awareness. Proficiency in BSL increased. Improved access for deaf parents.

	Re-design school brochure to offer greater accessibility.	Seek advice and support from relevant charities and organisations e.g. RNIB. Organise re-design and review prose to ensure prospectus is welcoming to all pupils.			School is more aware of any issues. More accessible and attractive prospectus.
To be completed in collaboration with school community.					
Long Term	Review pupils' learning styles, so that they learn more effectively.	Pupils undertake proprietary diagnostic testing to identify their preferred learning styles. Staff CPD to provide greater awareness on this. Lesson planning to include activities which are equally VAK-friendly (and SoWs in time).			Pupils become more aware of their preferred learning style and as a result, make stronger progress and enjoy learning more.