

## School Accessibility Plan Policy

April 2017- 2020

### 1. Introduction

**Schools' duties around accessibility for disabled pupils.** Schools and LA's need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010** Part 5A of the Disability Discrimination Act 1995 (DDA) and requires the governing body to:

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

This **Accessibility Plan** and the accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 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 reasons related to their disability
- ❖ To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- ❖ 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 an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils. In drawing up the **Accessibility Plan** the school has set the following priorities:

- ❖ To provide safe access throughout the school for all school users, irrespective of their disability.
- ❖ To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- ❖ To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

**1.1.1** At Harcourt we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is in keeping with our ethos and its values which aims to serve its community by providing an education of the highest quality.

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

**1.2 The Involvement of Disabled Children and Young People, Staff and Parents** In preparing this Accessibility Plan, disabled people from pupils, parents and governors were involved. It has been informed by analysis of pupil & staff data and additional information gathered.

2. 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-to-day activities*”. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

3. Harcourt is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- ❖ Special Educational Needs
- ❖ Equal Opportunities
- ❖ Inclusion

4. This plan considers the following three areas as identified in the introduction:

4.1 Increasing the extent to which disabled pupils can participate in the school’s curriculum by securing relevant staff training, ensuring appropriate classroom organisation and differentiating the curriculum.

4.2 Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment

4.3 Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

## **5. Increasing the extent to which disabled pupils can participate in the school curriculum**

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENCo Tanya O Connor manages the Statutory Assessment Process/ EHCP, ensuring additional resources are available where appropriate.

The school SEN team provides additional support for pupils and supports teachers in implementing strategies for improving pupils’ behaviour and access to learning.

The school works closely with specialist services including:

- ❖ Occupational Therapists and physiotherapists
- ❖ Speech and Language Therapy
- ❖ Child and Adult Mental Health Services
- ❖ Early Help Intervention Services
- ❖ Social Services
- ❖ Private counselling services

## **6. Improving access to the physical environment of the school**

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to reasonably enhance the environment to meet the needs of all pupils (and potential future pupils) and ensure that they have access to all aspects of education offered at Harcourt

7. This Access Improvement Policy is reviewed biennially by the Governors' Strategy Committee.