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Windrush Valley School

Policy Documents Annual Review Record

Citation	<u>This document shall be cited as:</u> Accessibility Policy and Plan <u>and incorporating the following policies:</u> SENDA Policy Safeguarding Policy Staff Recruitment Policy Equal Opportunities Policy Curriculum Policy
Person responsible	Headteacher
Comments to	Headteacher
Last reviewed/updated	September 2018
To be reviewed/updated	September 2019
Reason for review/update	Annual review
Person reviewing/updating	Headteacher
Source/author	Alan Wood
Implementation	Immediate and on-going



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Accessibility Policy and Plan

Introduction

This plan was drawn up in accordance with the planning duty in the disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in “Accessing School: Planning to increase access to schools for disabled pupils” issued by the DfE in July 2002.

Principles

Compliance with the DDA is consistent with Windrush Valley School’s aims and equal opportunities policy, and the operation of Windrush Valley’s SENDA policy. Windrush Valley School recognises its duty under the DDA (as amended by the SENDA) to

- not discriminate against disabled pupils in their admissions and provision of education and associated services
- not treat disabled people less favorably
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- publish an Accessibility Plan.

This Accessibility Plan is resourced, implemented, reviewed and revised as necessary in consultation with

- parents and pupils
- staff
- external partners and specialist organisations

Windrush Valley School recognises and values parent’s knowledge of their child’s disability and its effect on his/her ability to carry out normal activities. It respects the parents’ and child’s right to confidentiality.

Definition of Disability

“A person has a disability if he or she has 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” (Disability Discrimination Act 1995).

Physical and mental impairments include sensory loss, mental illness, mental health, learning difficulties, dyslexia and physical conditions such as diabetes, arthritis and epilepsy. Behaviour difficulties are only included if they relate to underlying physical or mental impairment, or result from a mental illness or learning difficulty which is well recognised; for example, Tourette’s Syndrome, ADHD, ADD or ASD. This therefore includes a number of pupils who are, or may be, on the school’s SENDA register.

Objective

Within the terms of this policy, 'curriculum' is both the teaching and learning activities arranged within school time, including participation in extended day activities, leisure, cultural and sporting activities and school visits [both residential and day]. It includes both the discrete and 'hidden' elements of the curriculum [as defined and described in the school's Curriculum Policy].

Windrush Valley School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpins the development of a more inclusive curriculum by:

- setting suitable learning challenges
- responding to pupil's diverse learning needs
- overcoming potential barriers to learning and assessment

Aims

- ❖ *To reduce and, where possible, eliminate barriers to accessing the curriculum by:*
 - Increasing the extent to which pupils can participate in the school's curriculum
 - ✓ Ensure all pupils feel supported and included in all areas of the school.
 - ✓ Respond to an audit of SEN pupils' needs in terms of available differentiated resources in all school curricular activities.
 - ✓ Provide training as appropriate for all staff on differentiation of the curriculum.
 - ✓ Provide INSET on how to ensure all pupils are able to access the lesson content.
 - ✓ Demonstrate how differentiation is built into each scheme of work.
 - ✓ Audit all lessons to ensure they are fully accessible to all pupils.
 - ✓ Ensuring that specialist TA support is fully utilised prior to each lesson.
 - ✓ Create and utilise an appropriate bank of specialist resources to support differentiation in lessons.
 - ✓ Utilise alternative physical resources [whiteboards, IT, hearing amplifiers, visualisers] to increase pupil participation.
 - ✓ Involve specialist personnel in advising the school on appropriate strategies.
 - ✓ Include accessibility references in risk assessment planning.
 - Improving the environment of the school
 - ✓ Provision of mobile ramps to facilitate movement between differing floor levels and doorways.
 - ✓ Disabled toilets accessible on the ground floor.
 - ✓ Making available appropriate classroom furniture and specialist aids.
 - ✓ Ensuring access and exit routes to all essential rooms.
 - ✓ Decoration in pastel shades throughout to aid the visually impaired.
 - ✓ 'Daylight' lighting throughout to help the visually impaired.
 - ✓ Specialist tables and help during school meals.
 - Improving the delivery of information to disabled pupils'
 - ✓ Provide written materials in alternative formats [letters, website, electronic mail, text messages]
- ❖ *Eliminating, where possible, barriers that may prevent disabled staff from working in the school:*
 - Monitoring recruitment procedures to ensure that people with disability are given equal opportunities.
 - Ensuring staff with disabilities are supported with special provision to enable them to fulfill their duties effectively.

- Undertaking where necessary reasonable adjustments to enable staff to fully access the workplace.

Linked Policies

This plan will contribute to all school policies, but in particular to:

- ❖ SENDA Policy
- ❖ Safeguarding Policy
- ❖ Staff Recruitment Policy
- ❖ Equal Opportunities Policy
- ❖ Curriculum Policy

Alan Wood
September 2018

Three Year Accessibility Plan: 2017 - 2020

1. Increasing the extent to which pupils can participate in the school's curriculum	
Aim	Completed
Ensure all pupils feel supported and included in all areas of the school.	
Audit SEN pupils' needs in terms of available differentiated resources in all school curricular activities.	
Provide training as appropriate for all staff on differentiation of the curriculum.	
Provide INSET on how to ensure all pupils are able to access the lesson content.	
Demonstrate how differentiation is built into each scheme of work.	
Audit all lessons to ensure they are fully accessible to all pupils.	
Ensuring that specialist TA support is fully utilised prior to each lesson.	
Create and utilise an appropriate bank of specialist resources to support differentiation in lessons.	
Utilise alternative physical resources to increase pupil participation.	
Involve specialist personnel in advising the school on appropriate strategies.	
Include accessibility references in risk assessment planning.	
2. Improving the environment of the school	
Provision of mobile ramps to facilitate movement between differing floor levels and doorways.	
Disabled toilets accessible on the ground floor.	
Making available appropriate classroom furniture and specialist aids.	
Ensuring access and exit routes to all essential rooms.	
Decoration in pastel shades throughout to aid the visually impaired.	
'Daylight' lighting throughout to help the visually impaired.	
Specialist tables and help during school meals. Yes: as required	
3. Improving the delivery of information to disabled pupils'	
Provide written materials in alternative formats [letters, website, electronic mail, text messages]. As necessary	