

Accessibility Plan

January 2017

Date Reviewed	January 2017
Signed	

Ilfracombe Church of England Junior 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 treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

The Definition of Disability is:

"A person suffers a disability if he or she has a 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."

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term substantial effect on pupils' everyday lives.

Schools and LEAs must:

- Not treat disabled pupils less favourably; and
- Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty)
- Ensure Local Education Authority and school governors have the duty to publish Accessibility Strategies and Plans.

We recognise:

- Our duty under the Disability Discrimination Act (1995) as amended by the SENDA (2001) to ensure that medical and personal care needs are met. From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply.
- We must make reasonable adjustments so that barriers can be minimised and removed and disabled people can be successfully included;
- Through consolidation with pupils, parents and healthcare professionals;
- Through training, where required, from registered healthcare professionals;
- Through detailed risk assessments and management of these;
- And through clear written procedures and wherever possible employing staff who have medical and personal care needs training and support requirements written into their contracts.

Recruitment, Development and Retention of Disabled Employees, Pupils, Parents / Carers:

On appointment, all new staff are required to submit a medical form indicating disabilities; a copy is forwarded to DCC. Although there is no legal obligation to disclose a disability the school has enabled all staff to feel comfortable about doing so by reassuring staff of the confidentiality of their disclosures.

On admission of pupils all parents / carers complete an admission form, containing information relating to the child's medical history, which is updated by the parents / carers on a regular basis. Thus enabling the school to make appropriate reasonable adjustments, which may become necessary.

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

1. *Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services (see attached yearly update of physical provision).*

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 keyboards, 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 the statement of SEN 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 the 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 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, audiotape and large print and also the provision of information orally, though 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.

4. *Other related school policies*

Equality for disabled pupils is included as an explicit aim in all of the schools' policies and is supported by the schools' other policies including:

- Curriculum
- Equal Opportunities Policy
- Discipline & Behaviour Policy
- School Improvement Plan
- School Asset Management Plan
- Charging Policy
- SEN policy

5. *Aims*

Ilfracombe Church of England Junior 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 a high expectation of all pupils
- Finding ways in which all pupils can take part in the full curriculum including sport, music and drama
- Planning out of school activities including all school trips and excursions so that pupils with disabilities can participate
- 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
- By providing written information for pupils with disabilities with a form which is user friendly
- By using language which does not offend in all of its literature and make staff and pupils aware of the importance of language
- By examining our library and reading books to ensure that there are examples of positive images of disabled people.

Monitoring

Ilfracombe C of E Junior 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
- Punctuality
- Effects of pastoral strategies
- Rewards
- Sanctions
- Exclusions
- Response to teaching styles / subject
- SEN Register
- Setting / groups
- Effects of the Literacy & Numeracy Strategies
- Extra-curricular activities
- Homework
- Number of pupils participating in summer schools including those for the more able
- Selection and recruitment of staff
- Governing body representation
- Parents attending consultation meetings
- Parents' involvement in the life of the school (representation of PTA, attendance at parents' evenings, in the classroom, school productions, sports day, fetes, etc.)