



The Federation of Longhorsley St Helen's and Whalton C of E First Schools

Accessibility Policy and Plan

The SEND and Disability Act 2001 extended the DDA Act of 1995 to cover education. Since 2002 the Governing body has had three core duties towards disabled children under Part 4 of the Act.

1. Not to treat disabled children less favourably for a reason linked to their disability
2. To make reasonable adjustments for disabled children, so they are not at a substantial disadvantage
3. To plan to increase the access to education for disabled children

This plan sets out how both schools will increase access to education for disabled children in three key areas;

1. Improve access to the curriculum to increase the extent disabled children can participate in the whole curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, school visits, and cultural activities. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
2. Improve access to the physical environment of the school, adding specialist features as necessary.
3. Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. For example, reading books, worksheets, assessment papers, and parent letters.

DEFINITION

Disability is defined by the DDA Act of 1995:

A person has a disability if he or she has a physical or mental impairment that has a substantial adverse effect on his or her ability to carry out normal day to day activities

KEY OBJECTIVES

To reduce and eliminate barriers to access to the curriculum to ensure full participation in the school community for children, and prospective children, with a disability.

The school is committed to ensuring equal treatment of all its employees, children and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

PRINCIPLES

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy.

Both schools recognise its duty under the DDA (as amended by the SENDDA)

1. Not to discriminate against disabled children in their admissions and exclusions, and provision of education and associated services
2. To take reasonable steps to avoid putting disabled children at a substantial disadvantage
3. To publish an Accessibility Plan
4. Not to treat disabled children less favourably

Both schools will:

1. Recognise and value parents' knowledge of their child's disability and their right to confidentiality
2. Provide all children with a broad and balanced curriculum, differentiated and adjusted to meet the demands of individual children and their preferred learning styles

ACTIVITIES

Education and Related Activities

Both schools will continue to seek and follow LEA and Diocesan advice together with specialist teachers and appropriate health professionals

Physical Environment

Both schools will take into account the needs of children and visitors with physical disabilities and SENDsory impairments when planning and undertaking future improvements and refurbishments of the site and premises

Provision of Information

Both schools will ensure that information is provided in alternative formats when required or requested

ACTION PLAN

Attached at Appendix A is an action plan outlining actions to ensure the key objectives are met

LINKED POLICIES

The accessibility plan will contribute to the review and revision of related school policies;

- SEND

- Equal opportunities
- Safeguarding
- Anti-bullying
- Educational visits

PREVIOUS TARGETS ACHIEVED

Both schools has made significant progress with regards to accessibility

- Longhorsley – addition of ramp access to EYFS Unit via EYFS secure playground and the replacement of non-compliant steps to Early Years Unit
- Whalton – portable ramp available and plans to add disabled access toilets from September 2017 as school becomes Primary

The policy will be reviewed every two years and the working group will include parents, Governors, staff and children.

The FEDERATION of LONGHORSLEY St HELEN'S and WHALTON C of E FIRST SCHOOLS

Written and agreed by staff, this Policy was formulated after considering the following:

1. aims and content;
2. dissemination and consultation process.

Reviewed by staff, considered by Governing Body's Resources Committee
Approved at the Committee Meeting and implemented from that date. (November 2017)
Reviewed and amended annually. As at September 2021



APPENDIX A: ACCESSIBILITY PLAN

OBJECTIVE	ACTION	TIMESCALE	OUTCOME
IMPROVING ACCESS TO THE CURRICULUM			
Early identification of children who experience difficulties and require intervention	Effective communication between parents, staff and other specialists	Ongoing	Needs of children are met and are making good progress and meet the criteria of the CIF
Ensure the schools are able to accommodate the needs of SEND admissions	Effective communication between parents, staff and other specialists new admissions	Ongoing	Staff are able to support all children with SEND
Ensure there is an identified SENDCo and all staff to have regular refresher training	Liaison between HT and SENDCo lead to ensure all staff fully trained	Ongoing – to be reviewed annually	All staff fully trained and skills profiles updated
To ensure that resources and images within the schools reflect the diversity of our community and project positive images of people with disabilities	Monitoring of resources and images to ensure target is met	Ongoing	Children and adults will have positive images of disability reflected around the schools
IMPROVING PHYSICAL ACCESS			
Ensure that disabled access to the building and facilities is maintained	Regular audits to the building and facilities	Ongoing	Ensure both schools comply with DDA regulations giving accessibility to disabled users
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Ensure venues for school trips are suitable for disabled children and carers	Guidance and Training as appropriate	Ongoing	Schools are more effective in meeting the needs of the children
IMPROVING INFORMATION			
Ensure information is available in alternative formats	HT to be aware of the processes to convert written material into different formats	Ongoing	Delivery of information to be improved
Make available school letters and brochures are available in different formats	HT to be aware of the processes to convert written material into different formats and to review all future publications are suitable for a wider audience	Ongoing	Delivery of information to be improved