

Abbey Hey Primary Academy

Disability Access Policy

INTRODUCTION

This policy is drawn up in accordance with the Equality Act 2010 and the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils' issued by DfES in July 2002.

What constitutes a disability?

Disability is defined by the Equality Act 2010 as 'A person has a disability if he or she has a physical or mental impairment that has substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

Physical impairment may cover mobility difficulties and sensory difficulties such as hearing and visual impairment, and medical conditions such as asthma, diabetes, epilepsy or HIV.

Mental impairment may include neurological deficits such as specific learning difficulties, autistic spectrum conditions (ASC), speech and language difficulties, mental health conditions and attention deficit hyperactivity disorder (ADHD).

KEY OBJECTIVES

This policy sets out the proposals of our school to increase access to education for pupils who are disabled by:

1. increasing the extent to which pupils and staff who are disabled can participate in the school curriculum.

This requirement is intended to improve access to a full broad and balanced curriculum and could include documents such as staffing, timetabling and training.

2. improving the environment of the school so pupils and staff who are disabled can take greater advantage of education and associated services.

This requirement covers improving the physical environment of the school and obtaining physical aids to access education.

The physical environment includes things such as steps, stairway, 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 also 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.

The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, acoustic treatment and colour schemes, and more accessible facilities and fittings.

3. improving the delivery of the curriculum to pupils who are disabled.

This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as hand-outs, timetables, textbooks, information about school events – available to disabled pupils.

This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, or 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.

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

PRINCIPLES

1. Compliance with the Equality Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy.

2. The school recognises its duty under the Equality Act 2010:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
- not to treat disabled pupils less favourably;
- to take reasonable steps to avoid putting disabled pupils at substantial disadvantage;
- to publish an Accessibility Plan

What defines 'reasonable adjustments'?

In determining what is reasonable the school will have regard to:

- The financial resources available to the school
- The costs of any particular alteration to the premises, staffing arrangements, or special equipment required
- The practicality of making reasonable adjustments
- The extent to which aids and services will be provided via a Statement of Special Educational Needs /Education Health Care Plan or by provision paid for outside the school's resources
- Health and Safety requirements
- The interests of other pupils
- The need to maintain academic and other standards

The Governing Body and Staff of Abbey Hey Primary Academy will ensure that in performing their duties, they will have regard to the DRC Code of Practice and :

1. Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individuals and their preferred learning styles.

2. Endorse the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individual and groups of pupils.

3. Recognise the parents' knowledge of their child's disability and its effect on his or her ability to carry out normal activities.

4. Respect the parents' and child's right to confidentiality.

The school will continue to seek and follow the advice of LA services, such as specialist teachers, outreach workers and of appropriate health professionals

Responsibility

Abbey Hey Primary Academy is committed to resourcing, implementing, reviewing and revising the Disability Access Plan every three years. Regular health and safety checks and risk assessments of the school site are undertaken.

In order that Abbey Hey Primary Academy is fully compliant with the Equality Act, all staff are made aware of the duties towards children and staff who are disabled and the 'reasonable adjustments' needed for particular children and adults.

This is the responsibility of the Head, the deputy, the SENCO, and all teachers.

Policy updated September 2014

Review September 2015

Plan updated September 2014

Review September 2017

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