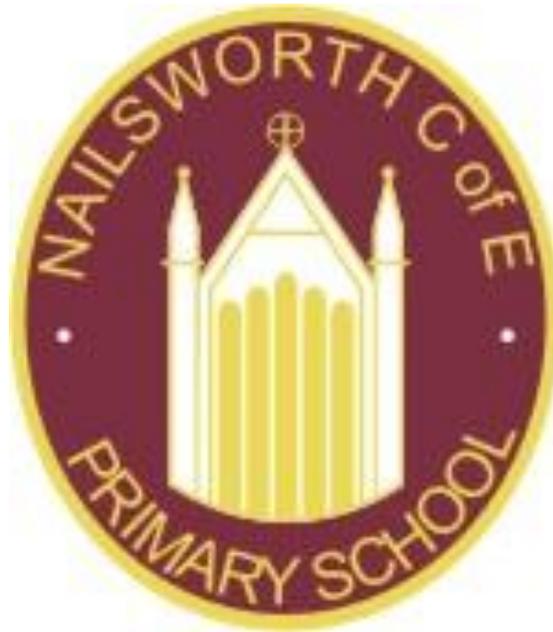


Policy Statement for

Accessibility

(Including accessibility action plan)



Change History	Summary of Key Changes
Dec 2014.	Updated to new format. Revised to reflect new SEND Code of Conduct.

Policy Statement

Nailsworth C of E Primary 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.

We recognise:

1. Our duty under Part 3 of the Children and Families Act 2014 and associated regulations to fulfil our statutory duties towards children and young people with SEN or disabilities as set out in the Special Education Needs and Disabilities Code of Conduct, July 2014¹
2. The need to demonstrate in our arrangements for children and young people with SEN or disabilities (SEND) that we are fulfilling our statutory duty to have regard to the Code
3. Our duties to provide:
 1. reasonable adjustments for disabled children and young people
 2. extra aids and services for disabled children and young people

Extracts from the SEN Code of Practice, July 2014

Special Education Needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or

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[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND Code of Practice approved by Parliament 29.07.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)

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young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Disabled children and young people

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

Publishing Information

Public bodies, including schools are covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most

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providers must also make reasonable adjustments by making physical alterations. Schools and local authority education functions are not covered by this last duty, but they must publish accessibility plans setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.

School governing bodies must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements will be considered as part of SEN planning and review.

Aims

At Nailsworth we aim to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations 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
- setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- 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 our CPD programme
- by providing written information for pupils with disabilities in a form which is user friendly

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- by using language which does not offend in all 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

Accessibility Action Plan

The action plan will cover the following three main strands:

1. *Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.*

This strand of the Action Plan 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 key boards, 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 a Education, Health & Care (EHC) plan and to a lesser extent through the Action Plan which applies to all schools. The distinction between auxiliary aids and services provided through the SEND route and those provided under the Action Plan is that the SEND duties relate to the individual, whereas the Action Plan 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 their EHC Plan but the school might as a general measure provide blinds and adjustable lighting through the action plan.

2. *Increase the extent to which disabled pupils can participate in the schools' curriculum.*

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This strand of the Action Plan will help to improve access to a full, board 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 plan 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 SEND 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.

In planning for greater accessibility, the school will consider all of the following for their impact on children with SEND;

Preparation for entry to the school, the curriculum, teaching and learning, classroom organisation, timetabling, grouping of pupils, homework, access to school facilities, activities to supplement the curriculum, school sports, school policies, breaks and lunchtimes, the serving of school meals, interaction with peers, assessment arrangements, school discipline and sanctions, school clubs and activities, school trips, the school arrangements for working with other agencies, preparation of pupils for the next phase of education.

3. *Improving the delivery of information to pupils with disabilities*

This part of the Action Plan 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, audio tape and large print and also provision of information orally, through 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.

Other related school policies

Equality for disabled pupils is supported in the school's policies and is supported by the school's other policies including:

- Mission statement, Vision and Aims
- Collective Worship and Values Programme
- Teaching and Learning

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- Equal Opportunities Policy
- Behaviour Policy
- Admissions policy/criteria
- School Development plan
- School Asset Management Plan
- Policy for school trips and excursions
- SEND policy
- Exclusions

Actions to ensure equality for pupils with disabilities

1. Monitoring

Nailsworth Primary School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning. Even though statistical samples may not be large enough to be significant, they may provide pointers for action.

We will monitor:

- Admissions
- Attainment
- Attendance
- Response to teaching styles/subject
- SEN Register
- Extra-curricular activities
- Governing body representation
- Parents attending consultation meetings
- Parents' involvement in the life of the school (representation on PTFA, attendance at parents' evenings, in the classroom, school productions, sports day, fetes etc)

2. Review

1. These actions will be reviewed by the Senior Management Team on an annual basis and take into consideration accessibility at all levels.
2. We will undertake an annual disability audit using DfE materials and a review of all existing complementary plans
3. As a result of the audit, we shall:
 - a. Update the action plan, including targets
 - b. Make the policy and targets known to all teaching and ancillary staff, pupils and parents
 - c. Monitor the success of the plan
4. The Plan will be reviewed annually by the Resources Committee and any changes will be minuted to full governors.

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Useful Links

Children and Families Act 2014: <http://tinyurl.com/CandFAct2014>

Equality Act 2010: <http://tinyurl.com/EA2010guidance>

Office for Standards in Education (Ofsted): www.ofsted.gov.uk

Special Educational Needs (Personal Budgets) Regulations 2014:
<http://tinyurl.com/PB-Regs2014>

Special Educational Needs and Disability Regulations 2014:
<http://tinyurl.com/SENDregs2014>

Reasonable adjustments for disabled pupils
2012: <http://tinyurl.com/EAreasonable-adjustments>

Supporting pupils at school with medical
conditions: <http://tinyurl.com/ManagingMedicines-2014>

Equality Act 2010: Advice for Schools: <http://tinyurl.com/EA2010AdviceForSchools>

Children's Education Advisory Service (CEAS): <https://www.gov.uk/childrens-education-advisory-service>

Early Support Programme: <http://tinyurl.com/ESprogramme>

Family Information Services: <http://www.daycaretrust.org.uk/nafis>

National Parent Partnership Network – guidance on impartial information, advice and support: <http://tinyurl.com/IASS-guidance>

Patient Advice and Liaison Service (PALS): <http://tinyurl.com/PALservice>

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