

Ormesby Village Schools

Accessibility Plan 2020-21

Introduction

This plan is 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 “Accessible Schools: Planning to increase access to schools for disabled pupils”, issued by DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“A person has 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”.

Key Objectives

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

Principles

- Compliance with the DDA is consistent with the school’s aims and equal opportunities policy, and the operation of the school’s SEN policy;
- The school recognises its duty under the DDA (as amended by SENDA):
 - 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 a substantial disadvantage
 - to publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);
- The school recognises and values parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respects the parents’ and child’s right to confidentiality;
- The 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 underpin the development of a more inclusive curriculum. These key principles are:-

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Activity

a) Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts. See Checklist at Appendix 2.

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. See Checklist at Appendix 2.

c) Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. See Checklist at Appendix 2.

Action Plan

See attached Appendix 1.

Linked Policies

This plan will contribute to the review and revision of related school policies e.g.

- School development plan
- Staff development plan
- Building and site development plan (Controlled By NPS under BMPS)
- SEN policy
- Equal opportunities policy
- Curriculum policies

This plan is also available in the following formats, on request to the Headteacher:

- e-mail
- enlarged print

Agreed	June 20th 2020
Review date	June 2021

Appendix 1

		Objective	What	How	When	Success Criteria
Short Term	1	Ensure compliance with DDA and Code of Practice	Staff and governors informed of requirements and obligations of DDA, and of the Accessibility Plan	Staff meeting Governors meeting	On-going	School complies with requirements of DDA and Code of Practice
	2	Improve availability of written material in alternative forms	School aware of local and County services for converting written information into alternative formats	Headteacher researches and discusses with staff/external agencies	As necessary	School able to deliver information to all stakeholders with disabilities
	3	School plans increasing access for any new disabled pupils, parents or staff. Priorities and resources are identified.	Consult with new parents and staff. Access audit around school with checklist looking at whole school improvement.	Complete checklist and discuss with staff and governors	As necessary	All areas of school accessible including mobile classrooms.
	4	Disabled pupils to have access to as many school trips as possible – or to have an equivalent experience in school.	Plan school trips with needs of all pupils in mind.	Consult with parents staff, coach companies etc. Consider use of DVDs and virtual tours.	Whenever necessary	Staff aware of issues involved. Trips have taken place with best possible provision for disabled pupils possible.
Medium Term	5	Ensure planning of the new curriculum is differentiated to give access and challenge to all pupils.	Incorporate at least three levels of differentiation and in addition plan individually for children with SEN as necessary.	Use N.C. Levels for each subject to plan differentiated experiences and show on medium term planning.	On-going	Pupils can all access the curriculum and work independently whenever possible.
	6	All policies relating to accessibility to be reviewed with regard to Disability Discrimination Act and code of practice.	Ensure all policies are reviewed to include references to equality issues. All policies to be published on the school website as they are updated.	Policies to be scrutinized at governor meetings as they come up for review.	On-going	All policies comply with DDA.
Long Term	7	Review access to all teaching areas	Review access to all teaching areas of the school.	Planned use of Devolved Formula Allocation as required.	On-going	All teaching areas accessible.

Appendix 2

Identify Barriers to Access: A Checklist

This list should help you identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

Section 1: How do your schools deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	x	
Are your classrooms optimally organised for disabled pupils?	x	
Do lessons provide opportunities for all pupils to achieve?	x	
Are lessons responsive to pupil diversity?	x	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	x	
Are all pupils encouraged to take part in music, drama and physical activities?	x	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example, using lip reading?	x	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	x	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	x	
Do you provide access to computer technology appropriate for students with disabilities?	x	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	x	
Are there high expectations of all pupils?	x	

Do staff seek to remove all barriers to learning and participation? **x**

Section 2: Is your school designed to meet the needs of all pupils?

Question	Yes	No
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Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils? Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and chairs, toilet facilities and showers?	x	
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Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	x	
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Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?		x
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Are non-visual guides used to assist people to use buildings, including lifts, with tactile buttons?		x
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Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?

Are areas to which pupils should have access well lit?	x	
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Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?		x
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Is furniture and equipment selected, adjusted and located appropriately?	x	
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Section 3: How does your school deliver materials in other formats?

Question	Yes	No
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Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	x as required	
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Do you have the facilities such as ICT to produce written information in different formats? **x**

Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities? **x**