



Carlisle & Hampton Hill Federation



ACCESSIBILITY POLICY

This policy was reviewed:	November 2016
This policy was ratified by Full Governing Body (if applicable):	Not applicable
This policy will be reviewed again:	Autumn 2019
Governor Committee Responsibility:	Children, Families, Community & Facilities Committee
Statutory Policy?:	Yes

ACCESSIBILITY POLICY AND PLAN

Under Part 4 of the Disability Discrimination Act 1995, schools are required to develop accessibility strategies and plans to improve access to school education for disabled pupils.

DDA Definition of Disability:

A physical or mental impairment with an adverse effect on the pupil's ability to carry out normal day-to-day activities. The effect must be substantial and long term (1 year +)

DDA Definition of Impairment:

Physical – includes sensory

Mental- includes learning difficulty and impairment resulting from or consisting of a mental illness

Key Duties- responsible bodies must:

- not treat disabled pupils less favourably
- make reasonable adjustments for disabled pupils

Reasonable Adjustments: requires schools to think ahead, anticipate barriers and remove or minimise them to ensure pupils are not placed at substantial disadvantage.

AIMS

- To improve access to the curriculum
- To make physical improvements to the school environment which are supportive to improved access.
- To improve the provision of information

This plan sets out the proposals of the Governing Body and the school to increase access to education for disabled pupils according to our three aims above and as required by the planning duties in the DDA. The school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary (See Appendix A)

Vision and Values

We have high ambitions for and expectations of all pupils and expect them to participate and achieve in every aspect of school life. We aim to identify and remove barriers to disabled pupils in every area of school life. We aim to make all children, parents, staff and the wider community feel welcome and informed. Our commitment to equal opportunities is in line with National Curriculum expectations and should be read in conjunction with other plans and policy statements.

School Accessibility Audit (Dickinson Associates)

This document was used as a standard reference point to increase access for disabled pupils.

Consultation

Consultation with relevant stakeholders (to develop and review/ monitor this plan) includes face to face consultations with parents, children, governors, staff and the local authority/ external professionals.

CURRENT POSITION

Provision of Information

- Make information available in different formats to enable pupils with different impairments to access the information.
- Use visual timetables for pupils with identified needs.
- Use audio taped information and language master.
- Provide enlarged print as required.
- Work with support services to access specialised equipment, resources and expertise.

Physical Environment

- Evidence of a welcoming ethos and commitment towards diversity and difference.
- Wheel chair access available.
- Interactive Whiteboards in place in all classrooms and the hall.
- Portable aids such as 'sit n move' cushions available.
- Specialist areas including quiet areas defined on the school site.

The Curriculum

- Pupils are taught in a variety of ways to support their particular and individual needs.
- Appropriate targets are set for/ with all pupils.

- Work is differentiated to accommodate different attainments, progress needs and learning styles.
- We provide a dyslexia friendly environment.
- Appropriate and additional resources are used for supporting oral and visual needs as required.
- Materials are used to promote positive role models for disabled pupils.
- School policies have regard to equal opportunities and inclusion.
- Professional development is provided to staff to ensure inclusive classroom practice.
- Consideration of individual needs is included when planning school events, outings and opportunities for participation in extra-curricular activities.
- All staff are committed to supporting access to the curriculum, encouraging independence and social interaction.

Information for Parents

- All communications with parents are considered in terms of parental need.

Evaluation

- Evidence of increased staff confidence in teaching disabled pupils.
- High levels of pupil and parent satisfaction with arrangements.
- Improved outcomes for disabled pupils.
- Evidence of disabled pupils being fully involved in school life.
- Improvements in the physical environment of the school that support positive outcomes.

APPENDIX A

ACCESSIBILITY ACTION PLAN – TARGETS 2016-19

1. Improving access to the curriculum

	Targets	Strategies	Outcomes	Timeframe	Goals Achieved
Short term	To identify steps needed to ensure the curriculum and extra-curricular activities are accessible to all pupils and users.	<ul style="list-style-type: none"> • To monitor and adapt our curriculum to meet identified needs of individuals and cohorts. • To monitor and adapt access to the range of extra-curricular activities we provide to ensure maximum participation. • To ensure all new developments comply with required legislation. • To train and deploy staff to meet identified needs (in and beyond the curriculum). • To liaise with external experts and partner schools as required to support individuals/ families. • To purchase and implement (with training) new and relevant software and resources. • To provide peer mentor support and inclusive pupil groupings. 	<p>Curriculum opportunities being fully available and accessible to pupils with disabilities.</p> <p>Enhanced participation, feelings of well-being and achievement/ attainment.</p>	September 2016 onwards	<p>A curriculum that is more inclusive for all pupils. An accessible range of opportunities for all pupils.</p> <p>Higher/ wider standards Achieved- Enhanced motivation, self-confidence and independence in individuals and groups</p>
Medium term	To plan and implement improvements and adaptations to the curriculum and extra-curricular activities.	<ul style="list-style-type: none"> • To review the SEND Policy and respond proactively to recommendations. • To monitor and adapt access accordingly to the range of extra-curricular activities and trips/ visits we provide. • To communicate availability of provision in required formats. • To ensure all new developments comply with required legislation. • To ensure transition planning is supportive to future cohorts. • To provide relevant and required CPD to staff. 	<p>Up to date policies that inform best practice.</p> <p>Staffing structure and expertise/ CPD in place in order to fully support inclusive practices.</p>	<p>2016-17 onwards</p> <p>Annually</p>	All pupils accessing the (wider) curriculum
Long term	To review short and medium term targets in the light of new opportunities and legislation.	<ul style="list-style-type: none"> • To engage with and respond to external advice and input to ensure future curriculum arrangements are fully inclusive and accessible. • To ensure all staff are aware of issues of inclusion and disability. 	<p>An inclusive curriculum that builds on previous experiences.</p> <p>An embedded teaching and learning culture that is supportive to the needs of all pupils.</p>	2016-17 ongoing	<p>A fully inclusive curriculum.</p> <p>Improved awareness and confidence in staff ability to fully include and meet the needs of pupils with disabilities.</p>

ACCESSIBILITY ACTION PLAN – TARGETS 2016-19

2. Physical improvements to the environment

	Targets	Strategies	Outcomes	Timeframe	Goals Achieved
Short term	To ensure all buildings and site developments are fully accessible to users.	<ul style="list-style-type: none"> To monitor plans and site developments with reference to accessibility and H&S requirements. 	Fully accessible site in use by our community.	September 2016 onwards.	All buildings and site developments are fully accessible.
	To provide required and relevant CPD to staff.	<ul style="list-style-type: none"> To train staff accordingly, following site and curriculum developments and audits of school strengths and area of need/ support. 	Staff expertise that is supportive to issues of accessibility.	As above	Existing buildings adapted as required.
Medium term	<p>To ensure future site decoration and development supports inclusion and access.</p> <p>To ensure signage and specific resources support access and clear communication.</p>	<ul style="list-style-type: none"> To follow appropriate advice with reference to visual/ aural (and other) aspects of design. To audit and respond to the need for specific materials and resources that are required by individuals and cohorts to support access and inclusion. 	<p>Site decoration/ development that is supportive to inclusion and access.</p> <p>Access to required and extra-curricular areas for all users.</p> <p>Resources in place as required by individuals to support their curriculum (and wider) access.</p>	As above	<p>Greater accessibility and comfort for pupils with disabilities.</p> <p>Existing buildings adapted wherever possible.</p> <p>Access enhanced to site areas/ facilities.</p>
Long term	To continue to monitor whether the whole school site is fully accessible, following decoration and developments and respond accordingly.	<ul style="list-style-type: none"> To review how the site is accessible to all users and how aspects such as signage, directions and lighting enhance this. 	Input from LA, FGB and external partners to inform future and forward planning.	As above	Full access to all areas of school site and buildings

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3. Improving provision of information

	Targets	Strategies	Outcomes	Timeframe	Goals Achieved
Short term	To ensure the school is aware of the needs of our community and responds accordingly, fully meeting accessibility requirements.	<ul style="list-style-type: none"> • To audit the website for clarity and access. • To respond to communication related issues as identified by governors, parents, staff and pupils. • To be aware of the communication needs of our current cohort. • To liaise with visual/ hearing impaired teams and other agencies as required by individual pupils to enhance the information they receive. 	<p>A well received, up to date website that meets all statutory requirements and is engaged with and responded to positively.</p> <p>Information presented in formats as required by our community.</p>	September 2016 onwards	Information available and accessed by all users.
Medium term	To adapt provision of information to ensure effective and accessible communication is available to all required parties	<ul style="list-style-type: none"> • To audit provision of information needs of future cohorts and respond accordingly through our own or external expertise. • To monitor whether information/ displays on entering the building are welcoming, accessible and achieve their purpose. • Review detail of policies to ensure they are accurate, informative and accessible. 	A clear awareness of the information/ communication needs of our community that informs forward planning.	As above	Future needs of cohorts identified and planned for, to ensure they can access all required information.
Long term	To respond to the needs of current and future cohorts when planning provision of information systems for the future.	<ul style="list-style-type: none"> • To review how we deliver and communicate information, in light of current and future developments in technology) 	Planned and identified preparation for future cohorts	Annually-spring term for following September	Clarity of information which demonstrates the schools commitment to planning for the future and making use of appropriate resourcing and technology.

ACCESSIBILITY ACTION PLAN – TARGETS 2016-19

Links to SEND Policy

Identifying SEN in Schools

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors will make regular assessments of needs in these areas and identify aspects of the school which need to be improved. For children with particular physical needs, specialist aids available in and out of the classroom will need to be considered. Consultations with the Local Authority regarding support and funding for equipment will take place prior to provision. The schools currently have facilities including ramps, disabled toilet facilities, a lift and a stair lift (HHJS) to allow access to all areas.

Specialist equipment to support children with special educational needs

Specialist equipment will be considered on an individual basis. The SENCo, Senior Leadership Team, Head of School and Governors will make decisions about resources and facilities needed to support individual pupils so that they can access the school site, buildings and the curriculum. Advice and recommendations may also come from external agencies working with an individual child in or out of school. Provision will also need to take into account financial implications and may be dependent upon support from the Local Authority.