

Accessibility Policy



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Ratified by Dov Black



Accessibility Policy

Introduction

Extending access to educational provision and opportunities for children and young people is one of the key themes in the national Social Inclusion Strategy aimed at ensuring equality of opportunity and full participation in the economy. Within the broad context of The City of Salford where social inclusion is a priority, inclusive educational practice is a central pillar in ensuring equality of opportunity for all our young people and the regeneration of the city.

Inclusion is at the heart of both national and international educational reforms and is providing further impetus to Salford's efforts at all levels to improve and develop our practice in this area. The Salamanca Statement of 1994 states that 'the fundamental principle of the inclusive school is that all children should learn together, where possible and that ordinary schools must recognise and respond to the diverse needs of their students.'

The 1997 *Green Paper, Excellence* have reinforced this principle for All Children and the Statutory Inclusion Statement incorporated into the National Curriculum in 1999.

New duties introduced by the SEN and Disability Act 2001 help to build on and complement inclusive policy and practice by outlawing discrimination by schools and LEAs against either current or prospective pupils with disabilities in their access to education.

This legislation is based on the simple principle, that wherever possible pupils with disabilities should have the same opportunities as those who do not have disabilities in their access to all aspects of education. This document explains how Broughton Jewish intends to adopt a strategic approach to extending the presence of all young people in our school.

In line with the guidance received from Salford LEA. The initial plan will run from July 2016 to April July 2018 and will be reviewed on a regular basis thereafter.

Definitions

The Meaning of Disability

The Disability Code of Practice provides the following information: The definition of disability in the legislation is designed to cover only people who would generally be considered disabled.

When is a person disabled?

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.

What about people who have previously had a disability?

People who have had a disability within the definition are protected from discrimination even if they no longer have a disability.

What does 'impairment' cover?

It covers physical or mental impairments; this includes sensory impairments, such as those affecting sight or hearing.

Are all mental impairments covered?

The term 'mental impairment' is intended to cover a wide range of impairments relating to mental functioning, including what are often known as learning difficulties. However, the Act states that it does not include any impairment resulting from or consisting of a mental illness, unless that illness is a clinically well recognised illness. A clinically well-recognised illness is one that is recognised by a respected body of medical opinion.

What is a 'substantial' adverse effect?

A substantial adverse effect is something more than a minor or trivial effect. The requirement that an effect must be substantial reflects the general understanding of disability as a limitation going beyond the normal differences in ability, which might exist among people.

What is 'long-term' effect?

A long-term effect of an impairment is one:

- Which lasted at least 12 months; or
- Where the total period for which it lasts is likely to be at least 12 months; or
- Which is likely to last for the rest of the life of the person affected.

The Meaning of Discrimination

The Disability Code of Practice provides the following information: Part 4 of the Disability Discrimination Act 1995, as amended, makes it unlawful for a responsible body for a school to discriminate against a disabled child:

- in relation to admissions;
- in relation to education and associated services; or
- by excluding a pupil.

In summary, discrimination against a disabled child can occur in two possible ways. Discrimination is either:

- treating a disabled pupil or prospective pupil less favourably, for a reason relating to his or her disability, than someone to whom that reason does not apply, without justification; or
- failing to take reasonable steps to ensure that disabled pupils or prospective pupils are not placed at a substantial disadvantage in comparison with their non-disabled peers without justification. This is known as the reasonable adjustments duty.

The duty not to treat a disabled pupil less favourably and the duty to make reasonable adjustments are the two core duties that lie at the heart of the disability discrimination provisions in education. For further information please refer to the Code on Disability.

The Accessibility Framework

The Special Educational Needs and Disability Act 2001 amended Part 4 of the Disability Discrimination Act 1995 and imposed new duties on local education authorities and schools to prevent disability discrimination in the field of education.

Allied to the above requirements is a duty on each LEA to prepare an Accessibility Strategy and a duty on each maintained school to prepare an Accessibility Plan. These elements of the SEN and Disability Act came into force in September 2002 and LEAs and schools must have their Accessibility Strategies and Accessibility Plans in place by April 2003.

The new legislation is aimed to help LEAs and schools improve access for disabled pupils in a planned and strategic way over a period of time. There are three main strands to the Strategies and Plans insofar that on behalf of pupils with disabilities both must address improving access to:

the physical environment, which includes improvements to the physical environment of the school and the provision of physical aids to education, for example, ICT equipment or specialist desks or chairs;

- the curriculum, which covers not only teaching and learning but also the wider curriculum of the school such as participation in after-school clubs, leisure, sporting and cultural activities or school visits;
- written information and information provided in alternative formats, which should take account of pupils' disabilities, pupils' and parents' preferred formats and be made available within a reasonable time frame.

School Context

- Link with LA Admissions Policy following the correct criteria for all admissions.
- Links with SEN Policy and Procedures following guidelines by LA.
- Links with Equal Opportunities.
- Academic provision planned for inclusion.
- Physical provision planned with support and guidance from the relevant outside agencies.
- Special Educational Needs Co-ordinator (SENCO) is the gatekeeper for all stakeholders.
- All opportunities offered to all pupils irrespective of gender and ability.
- Continuous Professional Opportunities for all staff.

The Accessibility Plan (2019-2020)

The Accessibility Plan describes how Broughton Jewish Primary School intends to:

- improve access to the physical environment
- improve access to the curriculum
- improve delivery of information.

The plan has the following structure for each area:

1. School Context
2. Overall aim
3. Strategic Objectives
4. Development Plan
5. Review and Evaluation

Improving Access to the Physical Environment

1. Context

The School is situated in a residential area .

New toilets for the disabled

- Sound system was installed in the hall to improve acoustics particularly for a child with hearing impairment.
- Currently accessibility is good.
 - The School site is double storey with accessibility to lifts and the playground accessible via ramps positioned at the front and side of the school.
 - Proposed outdoor facilities would require an accessibility review particularly for a child with mobility difficulties.

2. Overall Aim

To ensure that accessibility is not a barrier to preventing pupils from attending Broughton Jewish.

3. Strategic Objectives

To improve the accessibility to the physical environment of Broughton Jewish Primary School, over a period of time the school will:

- New buildings children with disabilities can access the new building via the lifts.
- The new building has taken into account children with disabilities.

4. Development Plan

Each area will have a development plan which includes:

- objectives
- action
 - lead responsibility
 - target date
 - Outcomes

5. Monitoring and Evaluation

- The progress of the school accessibility plan will be monitored on a regular basis.
- Progress towards the overall aim will be evaluated on an annual basis and reported to the Governing Body and parents.

Improving Access to the Curriculum

1. Context

All Curriculum documents.

- Teacher planning, differentiation.
- IEP's and Reviews.
- Teaching and Learning Policy.
- Staff Training meeting pupil physical needs, lifting and movement training, Anaphylactic Shock training.
- Risk Assessments. • Systems to support pupil's welfare in school i.e. administering medicines, attendance.

2. Overall Aim

To ensure that the curriculum delivered in school is accessible to all pupils including those with disabilities.

3. Strategic Objectives

To improve the capacity of staff to provide access to the curriculum for all pupils, the school will:

- Ensure all relevant school documents include a section on inclusion to the curriculum.
- Ensure that within the school's staff development policy opportunities are provided to access training on inclusion into the curriculum.

Development Plan

See School Improvement Plan

Improving the delivery of information

1. Context

Differentiated worksheets linked to differentiated planning.

- Care plans drawn up with appropriate outside agencies. Eg Diabetic plan and Narcolepsy plan.
- Dedicated teaching assistants with appropriate/planned CPD.
- Sloping work surface to aid writing.
- Dedicated timetabling for outside agencies to meet the needs of specific pupils.
- Laptop provided, partially provided by SEN

2. Overall Aim

To ensure that pupils with disabilities have access to information normally provided by the school.

Monitoring and Evaluation

- The implementation of the plan will be monitored on a regular basis.
- Access to information within the school will be monitored through the general school improvement strategies.