



Accessibility Policy

Accessibility Policy

Red Hall Primary School

Approved by: School Improvement Committee Date: March 2021

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Next review due by: March 2024



Accessibility Policy

Red Hall Primary School is committed to ensuring that all pupils have the right and equality of opportunity to access an inclusive education

Introduction

This Accessibility Plan meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

This Plan has been drawn up in consultation with staff and governors of the school and covers the period from January 2021-2022. This statement sets out the ways in which Red Hall Primary School provides 'access' to education for any pupil with a disability.

We are committed to working towards providing a fully accessible environment which is inclusive for all children, staff, parents and visitors regardless of their education, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We plan, over time, to increase the accessibility of provision for all children, staff and visitors to the school.

The following areas will form the basis of the Accessibility Plan with relevant actions to:

- Increasing the extent to which pupils with disabilities can participate in the curriculum
- Improving the physical environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services
- Improving the delivery to pupils with disabilities of information that is provided in writing for pupils who are not disabled.

Legal Background

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.



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The Disability and Equality Act 2010 requires all schools to plan to increase the accessibility of schools for pupils with disabilities. Schools must produce an accessibility strategy covering all maintained school in their area and each school must produce its own accessibility plan.

This plan outlines how we plan to:

- Increasing the extent to which pupils with disabilities can participate in the curriculum
- Improving the physical environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services
- Improving the delivery to pupils with disabilities of information that is provided in writing for pupils who are not disabled.

Definitions

The Disability Discrimination Act (2010) describes a person with a disability if:

- They have a physical or mental impairment
- The impairment has a substantial and long term adverse effect on their ability to perform everyday activities
- Progressive conditions which are considered to be a disability:
- People with Cancer, Multiple Sclerosis are protected by the Act from the point of diagnosis.
- Some people with visual impairment are automatically deemed to be disabled.

Impairments include sensory impairments, such as those that affect sight or hearing. Any person who has had a disability are protected from discrimination even if they no longer have a disability. Mental illnesses that are clearly well recognised are included. *ADHD is considered a disability under the DDA/Equality Act 2010.* While many children will have or be eligible for an Education and Health Care Plan, not all children with a disability will have Special Educational Needs. Likewise, not all children with Special education needs will have a disability.

Increasing the extent to which pupils with disabilities can participate in the curriculum

We believe that we have made good progress in the following areas:

- Our tracking system is available for staff to access and clearly highlight key groups of children with a view to planning targeted interventions.
- Pupil Progress meetings between class teachers and Senior Leaders gives opportunities for individual and groups of children to be discussed and action plans put in place.
- Quality first teaching for children.
- Liaison with Visual, Hearing, Physical Impairment Specialist (Sensory Support)
- Liaison with a range of external agencies and services regarding individual children (Sensory Support, Communication and Autism, Pupil Support Service, Behaviour Support Service, Educational Psychologist, ADHD nurses, Consultants at various hospitals)
- Targeted intervention for specific groups of children
- Access arrangements are made for assessments for specific groups of children (e.g. readers, extra time, scribes, prompts)
- Rigorous monitoring by all staff of teaching and learning across the school



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- Setting attainable and achievable targets with high expectations.
- Ensuring that school visits and trips are accessible for all children
- Using a range of teaching methods and styles to ensure access for all children, questioning techniques, paired work, group work
- After school clubs and activities open to all children

Priorities – Curriculum for 2021-2022

- To continue to work with external and specialist agencies to ensure that all children regardless of disability can access the curriculum
- To ensure staff are trained so that they can provide the correct and appropriate support for children at Red Hall Primary School

Longer term priorities:

- Access into KS2 building to ensure that children and visitors can enter the site

Improving the physical environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services

We believe that we have made good progress in the following areas:

- Designated space for small group work and individual intervention work for Year 1 to Year 6 with well matched specialist staff
- Interactive whiteboards all upgraded so that screens are visible for all children
- Creation of Wellbeing room where multi-agency staff can work from and deliver interventions from. This provides a safe space for children who need it.
- Installation of ramp to access nursery from outdoor playground

Improving the delivery to pupils with disabilities of information that is provided in writing for pupils who are not disabled.

We believe that we have made good progress in the following areas:

- Visual timetables are used in each classroom and some children have individual visual timetables.
- Provide suitably, enlarged, clear print for pupils with visual impairment.
- Use of coloured overlays for reading print
- Use of coloured exercise books for children to use
- Modified materials to support the physicality of writing (e.g. slopes, grips, cushions)
- Use of technology so that children are supported in writing (e.g. sound recorders with playback facility, use of ipads, laptops to type responses)
- Follow advice from relevant support services extend and adapt this provision as required.
- The school office staff and SENDCo will support and help parents to access information and complete forms for them.



Priorities for improving delivery for 2021-2022

- Seek help from relevant support agencies if more specialised formats are required.

Making things happen

Red Hall Primary School also co-ordinates its work with other services and agencies including:

- Social Care
- School Nurse and all health agencies
- Educational Psychology
- CAMHs (Children and Adolescent Mental Health)
- Behaviour support unit (Sycamore Centre)

Getting hold of the Accessibility Plan

The accessibility plan will be made available in written format as needed/requested. Information about the plan will be given through the school website and the prospectus.

Links to other policies:

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Complaints policy

