Defford and Besford Church of England
Primary School

"Through Faith, Friendship and Fun we Learn and Grow"

Accessibility Policy and Plan

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1.Introduction

At Defford-cum-Besford C.E. First School we are committed to encouraging tolerance and sensitivity. We promote positive attitudes to gender, equality, cultural diversity and special needs. Our school vision is 'Through Faith, Friendship and Fun we Learn and Grow.' Our school's curriculum and culture is intended to promote an inclusive environment to all of our stakeholders.

2.Definition of Disability

A person suffers a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
Physical or mental impairments can include sensory impairments (such as those affecting sight or hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long term and substantial effect on pupils' everyday life.

3.Principles

Compliance with the Equality Act 2010 is consistent with the school's aims, Single Equalities Policy and the SEND policy.

The school recognises its duty under the Equality Act 2010:

- 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 the Accessibility Plan.

4.Aims

Defford-cum-Besford C.E. First School aims to include all pupils, including those with disabilities, in the life of the school. In order to achieve this our strategies include:

- 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 trips and excursions so that pupils with disabilities are treated fairly.
- Planning the physical environment of the school to cater for the needs of pupils with disabilities
- Raising awareness of disability amongst school staff through training
- By providing written information for pupils with disabilities in a form which is user friendly.
- Using language which does not offend in all literature and ensure staff and pupils are aware of the importance of language.

5.Current facilities

Defford-cum-Besford C.E. First School was opened in 1973 and is a single-story building located in the village of Defford, in South Worcestershire. It has 3 classrooms, a main hall, library area and a nurture room. An accessible toilet was added in 2012.

All classrooms have an interactive whiteboard to engage the children and the school has a variety of hardware and software to support the needs of the children.

There is an effective SEND provision within the school, supported by staff and Governors. There is good liaison with Worcestershire County Council and external agencies. When necessary to provide support, additional funding is accessed from appropriate sources.

6.Delivery of the Curriculum

School staff receive training in making the curriculum accessible to all pupils. The school will continue to seek advice from and liaise with the Local Authority services such as specialist advisors, SEND advisors, and appropriate professionals from the NHS.

7.Physical Environment

The school will always take account of the needs of pupils and other users 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 equipment, colour schemes and accessible facilities and fittings.

8.Actions to ensure equality for pupils with disabilities

We have undertaken an Inclusion and Disability Audit using the audit checklist attached to this policy. As a result of the audit we have:

- Written an action plan which includes targets

Next we will:

- Make the policy and targets known to all staff, pupils and parents
- Monitor the success of the plan
- Review the plan annually (Headteacher and Governors)

9.Scope of the Plan

The plan covers all 3 main strands of the planning duty:

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 planning duty covers aid to improve the physical environment of the school and physical aids to access education. The physical environment includes such things as steps, 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, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, lighting, blinds, induction loops and way-finding systems. Physical aids to access education cover items such as ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for children with motor coordination problems and poor hand-eye skills such as robust scientific glassware and specialist pens and pencils.

2. Increase the extent to which disabled pupils can participate in the school Curriculum

   This strand of the planning duty will help to improve access to a full, broad 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 the deployment of staff, timetabling, staff information and training.

3. Improving the delivery of information to pupils with disabilities

   This part of the duty covers planning to make information normally provided by the school in writing to its pupils (such as hand-outs, 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 the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT.

10.Related School Policies

Equality for disabled pupils is included as an explicit aim in all of the school's policies and is supported by the school's other policies including:

- Single Equalities Policy
- School Development Plan
- SEND Policy
- Supporting Pupils with Medical Conditions.