

Hummersea Primary School

Accessibility Policy

Introduction

The SEN and Disability Act (SEND) 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply. The Equality Act 2010 (updated in Advice for Schools document 2014) aims to protect disabled people and prevent disability discrimination.

Responsibilities

The Governing Body has key duties towards disabled pupils.

- Not to treat disabled pupils and their families less favourably for a reason related their disability;
- To make reasonable adjustments for disabled pupils and their families, so that they are not at a substantial disadvantage;
- To plan to increase access to education and extended activities for disabled pupils

The DFE definition of disability

Guidance from the DFE: a person has a disability if he or she has a long term physical or mental impairment that has a substantial and adverse affect on his or her ability to carry out normal day to day activities. Substantial, as defined by the DDA, is something that is more than minor or trivial. The definition of a disability is a wide one and includes those with medical needs and a large number of pupils with learning difficulties and emotional, behavioural and social difficulties. The Access plan is designed to set out proposals of the governing body to increase access to education for disabled pupils in the three areas required by the duties outlined in the DDA by:

- Increasing the extent to which disabled pupils can participate in the school curriculum. This covers teaching and learning, it also includes the wider curriculum such as participation in after school clubs, leisure and cultural activities and extended school provision.
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education. This includes physical aids and equipment to access education.
- Improving the delivery to disabled pupils and their families of information which is provided in writing for pupils who are not disabled.

Aims of the Access Policy

- To ensure all pupils and their families are fully involved in school life by indentifying barriers to participation and finding practical solutions.
- To increase the confidence of teachers and teaching assistants when teaching or aiding a wide range of disabled pupils.
- To develop sensitivity and expertise in approaching the specific needs of a broad range of pupils.
- To develop strong collaborative relationships with pupils and their families and to increase the satisfaction of disabled pupils and their families with the provision made by the school.
- To regularly review and evaluate standards of attainment for disabled pupils.
- To promote equality of opportunity and positive attitudes towards disabled pupils and their families.
- To have a whole school approach to disability, to break down barriers and to lead in respect of accessibility within an individuals area of responsibility.

Activity

This section outlines the main activities which the School undertakes, and is planning to undertake, to achieve the Key Objective.

A. Education & related activities

The School will continue to seek and follow the advice of specialist professionals, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

B. Physical environment

The School will take account of the needs of students 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.

C. Provision of information

The School will make itself aware of local and national services for providing information in alternative formats when required or requested.