



NIGHTINGALE PRIMARY SCHOOL

SCHOOL ACCESSIBILITY POLICY

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', issued by DfE in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA)

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.'

Key Objectives

To reduce and eliminate barriers to access the curriculum and to full participation in the school community for pupils, and prospective pupils, with disability.

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy;
- The school recognises its duty under the DDA (as amended by the SENDA):
 - 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 an Accessibility Plan

- In performing their duties, governors and staff will have regard to the Disability Rights Commission Code of Practice (2002);
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
 - Setting suitable learning challenges
 - Responding to pupils' diverse learning needs
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

a) Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals.

b) Physical environment

The school will take account of the needs of pupils 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 services, including those provided through the LA, for providing information in alternative formats when required or requested.

Action Plan

See attached (Appendix 1)

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Improvement plan
- Building and site development plan, as appropriate
- SEND policy and Local Offer
- Equality policy
- Curriculum policies

Date of Policy Approval: Spring 2021

Date of Next Review: Spring 2024

Appendix 1

Access Plan

1) Access to the Physical Environment.

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	1. School is aware of the access needs of disabled children, staff and parent/carers.	To create access plans for individual disabled children or other users of the school.	By July of each academic year	SENCO	Individual plans are in place for all disabled pupils and all staff are aware of pupils' access needs.
	School staff have greater awareness of access issues.	Issue questionnaire to parents / carers and include questions in data request sheet, about parents/carers' access needs to ensure they are met in all situations.	By July	Administrator	Parents are fully able to access all school activities.
		Ensure staff are aware of access issues concerning individuals.	By April	SENCO	All staff are aware of access issues.

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term		Ensure all contractors doing Repair & Maintenance, work to standards laid down by Hampshire LA.	From April	Headteacher / Facilities Manager	Contractors ensure that the access needs of all children are taken into account when planning and carrying out any future R&M works.
		School invites all disabled children, parents, carers and other users to an open forum to discuss issues of disability	By February	Headteacher	School is aware, through consultation, of the needs of all users who consider themselves to be disabled.
	2. To maintain access throughout the school.	To establish wheelchair access from the main school building and from the building to all external play areas	Ongoing	Hampshire LA/ School Governors	There is wheelchair access to all parts of the school internally and externally for children and adults.
	3. Maintain signage and external access for visually impaired people.	Replace external light bulbs immediately if they blow. All external steps are painted white.	Ongoing By Oct	Facilities Manager	Visually impaired people feel safe both within the school and its grounds.

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
	4. Ensure that all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plans for any disabled children. Ensure that all staff are aware of responsibilities.	When necessary When necessary	SENCO / LSAs Headteacher	All disabled children and staff working with them are confident in the event of fire.
Medium Term	1. Improve acoustics in the school	Seek advice from the Occupational Health Team on acoustics.	By December and when necessary	Headteacher	Hearing impaired children are better able to access activities in the school hall.

2) Access to the Curriculum

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	Increase confidence of staff in differentiating the new curriculum to suit the needs of disabled children and children with learning difficulties	Undertake audit of staff training needs linked to book scrutiny and new curriculum	By September	Headteacher / DHT / Core Subject Leaders SENCO	Training needs of staff are clearly understood.
	Ensure TAs have access to specific training on disability issues.	Use staff audit to identify TA training needs and inform CPD Process.	From January as required	SENCO	Raised confidence of staff in strategies to differentiate work for disabled pupils.
	Ensure TAs are aware of, and able to use, SEN software and resources	Audit all SEN ICT and other resources, making list available to all staff. Individual training on SEN software as appropriate.	From September	SENCO SENCO	Wider use is made of SEN resources in mainstream classes.

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
	Ensure all staff are aware of disabled children's curriculum access.	Ensure that Pupil Passports address access needs and that information is shared with appropriate staff.	From January as required	SENCO	All staff are aware of the access needs of individual disabled children.
	Ensure disabled children participate equally, when desired, in after school and lunchtime activities	Survey participation in extra curricular activities for disabled children in the local schools cluster. LSA available at break/lunch times to facilitate specific needs, when necessary	When necessary When necessary	SENCO LSAs and Lunchtime supervisors	Disabled children participate confidently, when desired, in after school and lunchtime activities.
	Monitoring of the achievements of disabled children.	Achievements monitored according to disability	January onwards	SENCO	Trends or patterns can be established and action taken if necessary.
Medium Term	Ensure all school trips are accessible to all.	When necessary, develop guidance for staff on making trips accessible.	January	Class teacher SENCO	All school trips are accessible to all children.

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Medium Term	Review PE Curriculum to make PE accessible to all.	Gather information about PE and Sports for the disabled e.g sports equipment and reference books.	Summer Term	PE Co-ordinator	All children are able to access PE and Sports.
	Review all curriculum policies to include disability issues.	Include specific reference to disability equality in all curriculum reviews.	Ongoing	All curriculum co-ordinators	Increased awareness of the effect of disability issues in all curriculum areas.
	Provide advice to parents / carers of disabled children on how they may support their learning in the core curriculum.	Hold workshops each term for parents / carers of disabled children, as necessary	Ongoing	SENCO	Parents / carers have greater knowledge of how to support their children.
Long Term	Ensure all staff undertake disability equality training.	Seek advice from the LA on training available for existing and new staff, as necessary	Ongoing	Headteacher	All staff work from a disability equality perspective.

3) Access to Information.

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	Review information provided to parents or carers to ensure it is accessible.	Ask parents about their information access needs when child is admitted to school on initial data sheet. Include a questionnaire in the newsletter to ask if parents need large print versions of newsletters or other letters.	When necessary September	Office Administrator	All parents receive information in a format that they can access, including new website
	Ensure information in Annual Reviews and parents' meetings is accessible to all.	Ask parents, carers and children about preferred formats in review meetings.	From December	SENCO	Parents receive information in a format that they can access.
Medium Term	Review School website and other documents to ensure information on disability issues is included and accessible to all parents.	Seek advice from HCC publicity department	Ongoing	Administrator	Appropriate documentation includes necessary information concerning disability issues and is accessible to all parents.

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Medium Term (cont).	Develop an Inclusion Leaflet/Website giving advice to parents when necessary.	Seek advice from HCC about necessary information to include.	When necessary	SENCO	To increase the confidence of parents and carers of disabled children.
Long Term	Children become more aware of their own learning styles and access needs.	Encourage children to express their access needs and explore preferred learning styles.	From September	All teachers	Children able to articulate their access needs and understand their own learning styles.

4) Promotion of the rights and achievements of disabled people.

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	Disabled children fully participate in school life.	Encourage disabled children to be represented on school council and take part in school events such as assemblies.	From September onwards	Class teachers	Disabled children participate in many areas of school life.
	Bullying or harassment of disabled children is monitored and dealt with effectively.	Monitoring procedures are reviewed.	Ongoing	Headteacher	Elimination of any bullying of disabled children.
Medium Term	Disability is displayed positively in books, displays and events.	Books & display materials purchased to portray the positive achievements of disabled people.	Ongoing	SENCO/ Librarian /Environment Leaders	Disability is displayed positively in books, displays & events.
	Children aware of wider issues concerning disabled people.	School takes part in Deaf Awareness Week or similar event each year.	September	Equalities Leader	All children gain wider understanding of disability issues.