



Dove Bank Primary School

**ACCESSIBILITY POLICY &
PLAN 2019-2022**

This policy was approved by the Governing Body of Dove Bank Primary

School at their meeting on.....

Signed..... Chair of Governors

Key Objective

To reduce and eliminate barriers to access to the curriculum and to enhance full participation in the school community for pupils, pupils and our adult users with a disability.

Introduction

At Dove Bank we are committed to creating an environment which secures the inclusion of all children, staff, parents and visitors. Through developing an ethos of awareness, we aim to challenge any negative attitudes which may exist in relation to disability of any kind.

This policy is drawn up in accordance with the DDA 1995 (Disability Discrimination Act) as amended by the SEN and Disability Act 2001. DfE guidance issued in July 2002 also informs our procedures and practice.

As defined by the Disability Discrimination Act (DDA) 1995, we understand disability to be: *‘A person has a disability if he or she has a physical or mental impairment that has a substantial and long term effect on his or her ability to carry out normal day to day activities.’*

Principles

1. Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
2. 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
3. In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).
4. 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.
5. 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 2000 framework, which underpin the development of a more inclusive curriculum.

Practice

Dove Bank Primary School has identified the following points that need to be followed in order to achieve the key objective:

- Physical facilities
- The school curriculum
- Support services
- Awareness
- Communication of information

Physical facilities

The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements, alterations and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

The school curriculum

The Staff at Dove Bank Primary School value pupils of different abilities. The National Curriculum will be implemented to meet the specific needs of individuals and groups of children by:

- setting suitable learning challenges, including personal learning plans (PLP) and group education plans (GEP)
- responding to children's diverse learning needs
- overcoming potential barriers to learning for individuals and groups of pupils, by accessing adult support, intervention programmes, tailored speech and language therapy programmes, use of Information and Computer Technology (ICT), visual aids and providing information in alternative formats when required or requested
- ensuring individuals are able to access other curricular opportunities outside the National Curriculum such as school trips, after school clubs, special events; sports days, visits to story tellers etc.

When planning their work, staff will take in to account the abilities and needs of all the children and provide differentiated work accordingly. This may involve modifying learning objectives, teaching styles and access strategies.

Monitoring of progress will be carried out by class teachers, the Head teacher, SEN Coordinator and School Improvement Advisers as appropriate and used to inform future planning of provisions to meet each individual's needs. This could include applying for examination concessions when appropriate.

Most written information is presented in different formats to make it accessible. This includes: differentiation of class work and homework tasks; visual presentation of information and timetables and the use of appropriate fonts and font sizes.

The needs of staff with disabilities will also be considered to ensure that they are able to fulfil their role in delivering the curriculum and securing the progress of all pupils.

Support services

Dove Bank Primary School is committed to providing all children every opportunity to achieve their potential in every aspect of school life.

When a request is received from parents or the Local Authority for a pupil to attend the school, professional advice from Support Services and other relevant professionals will be sought when necessary, to enable an assessment of the individual's needs to be made. This will include access to the various parts of the school and the requirements of the National Curriculum.

Awareness

We aim to ensure that all staff are aware of the possible needs of persons with disabilities. School staff receive training in making the curriculum accessible to all pupils, and are aware of its importance.

Through diversity and equality opportunities, we also seek to heighten children's awareness of issues in relation to disability.

Communication of information

Parents and carers of pupils with disabilities will be consulted to identify and where possible, remove any obstacles to learning. Such obstacles could include physical, sensory, learning difficulties or emotional or social development as well as the learning environment experienced within the school.

Linked Policies

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

- School Improvement Plan
- SEN Policy
- Equal Opportunities Policy
- All curriculum policies

This Accessibility Policy will be reviewed by the Staff and Management & Finance Committee which will make appropriate recommendations to the Governing Body and the Head Teacher and shared with all members of staff