



Accessibility Policy

Agreed & Ratified: September 2020

Review date: September 2021

1. Introduction

Schools' duties around accessibility for disabled pupils

Schools need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have now been replicated in the Equality Act 2010.

Part 5A of the Disability Discrimination Act 1995 (DDA) requires the Trust to:

- Promote equality of opportunity for disabled people, pupils, staff, parents, carers and other people who use the school and
- Prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Policy and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the Trust will improve equality of opportunity for disabled people

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

- not to treat disabled students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled students.

1.1 The accessibility plan forms part of the School Improvement Plan Process and sets out the proposals of the Trust/SSC to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled students can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery to disabled pupils and students of information which is provided in writing for students who are not disabled.

1.2 In addition, the Disability Equality Duty (2006) requires all schools to:

- eliminate discrimination that is unlawful under the DDA;
- eliminate harassment of those with a disability;
- promote positive attitudes towards disabled persons;
- encourage participation by disabled individuals;
- take steps to take account of disabilities even if this involves treating disabled persons more favourably.

1.3 It is a requirement that the accessibility aspects of the accessibility plan are resourced, implemented, reviewed, and revised as necessary.

2. The purpose and direction of the school's plan: vision and values

2.1 This policy and plan should be read in conjunction with the school's other policies on Equalities and Special Education Needs.

2.2 The philosophy of our school is based on inclusive principles, which strive to promote equality.

2.3 Equality of opportunity *means* providing equal access and excellence for all in order to promote the highest possible standards of achievement.

2.4 Equality of opportunity applies to all members of the school community – pupils and students, staff, governors, parents and community members. It is based on the core ethos that lies at the centre of the vision of the Avanti Schools Trust.

2.5 In addition, the statutory inclusion statement in the *National Curriculum for England* describes schools' responsibility to provide a curriculum that meets the specific needs of individuals and groups of students. It sets out three principles that are essential for teachers and schools to follow when developing an inclusive curriculum:

- setting suitable learning challenges;
- responding to students' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of students.

2.6 In order to achieve these aims, all members of our community must be able to access provision when they attend school. The values of respect and responsibility underpin our aims. All members of our community have a duty to respect the rights of others and to take responsibility for removing barriers to learning for disabled students.

3. Information from student data and school audit

3.1 The DDA defines a disabled person as someone who has: *a physical or mental impairment which has substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.*

3.2 The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments and Attention Deficit Hyperactivity Disorder (ADHD). As such there is a significant overlap between those considered to have a disability and those who have special educational needs.

3.3 At school, a number of students have Special Educational Needs which is below the national average. Of these students with learning difficulties, a small number have physical disabilities.

3.4 The school site has wheelchair access to much of the premises. The site is on one level.

3.5 The school has set the following priorities for the development of information and data to support its accessibility plan:

- Further improve the accessibility to the curriculum for all SEND pupils (focus on partial and full closure remote learning)
- Improve range of skills and experience made available within Avanti so that staff are better able to assess and provide for the needs of pupils who have learning difficulties and disabilities
- Training for teachers/TAs on differentiating the curriculum and effective communication with parents

Who will the Accessibility Plan be shared with?

3.6 Parents, pupils and staff will be informed of the accessibility action plan in September 2016.

3.7 Sharing of the action plan will ensure that as wide a range of people and groups are informed of the aims and actions within the plan. Continuous discussions and engagement will be a key element of the work of the school to ensure impact.

3.8 The action plan will be evaluated, and shared with all stakeholders in July 2016-2017.

4. Increasing the extent to which disabled students can participate in the curriculum.

4.1 The Inclusion Team and Avanti Court Teachers and Teaching Assistants are the primary link between the school and disabled students. Their needs are taken into account and disseminated to all staff via the SEND register and Individual Learning Plans. Generally, students are taught, within class alongside their peers, however they may be withdrawn from class for specific interventions. They are given the opportunity to attend break time, lunchtime clubs, after school clubs and can approach any member of the team with a problem **or a** concern.

4.2 Effective, targeted, differentiation is a requirement for all good and outstanding teaching. Close contact between staff and the Inclusion Team will help facilitate far greater awareness of all pupils and students' needs. Regular Inclusion Team meetings (Learning, Attendance, Behaviour and Safeguarding) will help ensure close monitoring of groups of, and individual, students who are deemed to be in need of extra support and monitoring.

5.4 The school has strong partnerships with a variety of outside agencies: New Rush hall, Churchfield's Language Support, NHS Speech and Language and LBR Educational Psychologists, Occupational Therapists who support the school to plan and adapt the curriculum to suit the requirements of all learners.

5.5 The needs of pupils and students with temporary disabilities are assessed by the Inclusion Team and appropriate strategies deployed to enable students to access learning as far as reasonably practicable.

5. Improving the physical environment of the school

5.1 The physical environment of Avanti Court Primary School caters for the needs of all pupils. The site is fully DDA compliant in terms of physical disability. The school will ensure that corridors are well lit and free of obstacles and that lesson changeover is signalled appropriately.

5.2 The school is committed to continued consideration and the making of reasonable adjustments to the physical environment of the school to increase access for permanently or temporarily disabled students and visitors.

6. Management, Co-ordination and Implementation

7.2 Progress towards the Accessibility Action Plan will be reviewed as part of the school's annual evaluation of its Improvement Plan in the Spring Term and Summer Term. The results of the evaluation will be reported to the SSC in Spring Term and in the Summer Term.

7.3 Evidence for the evaluation will include: actions taken; resources deployed; scrutiny of school communication systems; work scrutiny; lesson observations and a judgement of the impact on teaching and learning.

7.4 Avanti Court Primary School is committed to equal opportunities and inclusion and this policy should be read in conjunction with the following policy documents:

- SEN Policy
- Equality Policy
- Teaching and Learning Policy
- Child Protection Policy

7.5 The school will work closely with the relevant Local Authority Inclusion Team and Special Educational Needs Support Service and where appropriate enlist the support of the Primary Care Trust and Social Services.

7. Publication and dissemination of the school's plan.

7.1 The school makes its accessibility plan available in the following ways:

- publishing it on the school web-site
- making it available in alternative formats on request
- Informing parents through half termly meetings

The Accessibility Action Plan can be found on the school website

