

## St Paul's Peel C.E. Primary School Accessibility Plan

### **Introduction**

This policy 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 DfES 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 Objective**

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

### **Principles**

Compliance with the DDA is consistent with the school's aims and single equalities, and the operation of the schools' SEN 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 respect 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 2000 framework which underpin the development of a more inclusive curriculum;

### **Education and related activities**

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers and appropriate health professionals from the local NHS trusts. The school's SENCO, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum, and wider school activities. This may include the deployment of teaching assistants appropriate to facilitate participation. Staff will be provided with appropriate training to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

## Physical environment

The school design is suited to providing wheelchair access for pupils and all recent building and grounds work complies with DDA policy guidelines

The school will take account of needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

## Provision of information

Plan 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.

This policy will contribute to the review and revision of related school policies/documents,

eg.

SDP

SEN Policy

Equalities Policy

Accessibility

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

Current Position
<ul style="list-style-type: none"><li>• The school building is partially accessible (upstairs in Key Stage 2 there are 3 classes) for pupils with physical difficulties.</li><li>• The outside play areas are flat and almost completely accessible to wheelchair user</li><li>• There is a toilet for disabled pupils.</li><li>• The school is well-equipped with a range of learning aids and specific equipment.</li><li>• The Children's and Families Officer and the Learning Mentor support a range of vulnerable pupils and their families.</li><li>• Recent training has taken place in SEND, ADHD, and dyslexia and there are a high number of trained first aiders.</li></ul>

Objectives	Tasks	Resources	Lead	Monitor
To ensure that staff are trained to support pupils with emotional needs.	All the staff are trained every 3 years in TEAMTeach and new staff attend sessions at other schools.	Team Teach Accredited Trainers Time	LD	SLT Chair of Governors
To ensure that all staff have a clear	Audit to be carried out by SENCO and	Staff Meeting time Weekly SENCO	LH	SLT Chair of Governors

understanding of the SEND Code of Practice 2014	further training if necessary.	time		
To ensure all staff are using restorative approaches.	Monitoring of behaviour and circle time.	Ongoing practise and discussion	SLT SH GB	SLT Chair of Governors
To ensure staff are trained to support pupils with medical conditions.	Update staff training annually in Asthma, Epilepsy, Diabetes, Immunology and as required in other specific conditions.	Staff meeting	SLT GB Outside Agencies	SLT Chair of Governors

#### Schedule 10

##### Accessibility for Disabled Pupils

(1) A local authority in England and Wales must, in relation to schools for which it is the responsible body, prepare—

(a) an accessibility strategy;

(b) further such strategies at such times as may be prescribed.

(2) An accessibility strategy is a strategy for, over a prescribed period—

(a) increasing the extent to which disabled pupils can participate in the schools' curriculums;

(b) improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools;

(c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

(3) The delivery in sub-paragraph (2)(c) must be—

(a) within a reasonable time;

(b) in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

(4) An accessibility strategy must be in writing.

(5) A local authority must keep its accessibility strategy under review during the period to which it relates and, if necessary, revise it.

(6) A local authority must implement its accessibility strategy.

2(1) In preparing its accessibility strategy, a local authority must have regard to—

(a) the need to allocate adequate resources for implementing the strategy;

(b) guidance as to the matters mentioned in sub-paragraph (3).

(2) The authority must also have regard to guidance as to compliance with paragraph 1(5).

(3) The matters are—

(a) the content of an accessibility strategy;

(b)the form in which it is to be produced;

(c)persons to be consulted in its preparation.

(4)Guidance may be issued—

(a)for England, by a Minister of the Crown;

(b)for Wales, by the Welsh Ministers.

(5)A local authority must, if asked, make a copy of its accessibility strategy available for inspection at such reasonable times as it decides.

(6)A local authority in England must, if asked by a Minister of the Crown, give the Minister a copy of its accessibility strategy.

(7)A local authority in Wales must, if asked by the Welsh Ministers, give them a copy of its accessibility strategy.

#### Accessibility plans

3(1)The responsible body of a school in England and Wales must prepare—

(a)an accessibility plan;

(b)further such plans at such times as may be prescribed.

(2)An accessibility plan is a plan for, over a prescribed period—

(a)increasing the extent to which disabled pupils can participate in the school's curriculum,

(b)improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and

(c)improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

(3)The delivery in sub-paragraph (2)(c) must be—

(a)within a reasonable time;

(b)in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

(4)An accessibility plan must be in writing.

(5)The responsible body must keep its accessibility plan under review during the period to which it relates and, if necessary, revise it.

(6)The responsible body must implement its accessibility plan.

(7)A relevant inspection may extend to the performance by the responsible body of its functions in relation to the preparation, publication, review, revision and implementation of its accessibility plan.

(8)A relevant inspection is an inspection under—

(a)Part 1 of the Education Act 2005, or

(b)Chapter 1 of Part 4 of the Education and Skills Act 2008 (regulation and inspection of independent education provision in England).

4(1)In preparing an accessibility plan, the responsible body must have regard to the need to allocate adequate resources for implementing the plan.

(2)The proprietor of an independent educational institution (other than an Academy) must, if asked, make a copy of the school's accessibility plan available for inspection at such reasonable times as the proprietor decides.

(3)The proprietor of an independent educational institution in England (other than an Academy) must, if asked by a Minister of the Crown, give the Minister a copy of the school's accessibility plan.

(4)The proprietor of an independent school in Wales (other than an Academy) must, if asked by the Welsh Ministers, give them a copy of the school's accessibility plan.

#### *Power of direction*

5(1)This sub-paragraph applies if the appropriate authority is satisfied (whether or not on a complaint) that a responsible body—

(a)has acted or is proposing to act unreasonably in the discharge of a duty under this Schedule, or

(b)has failed to discharge such a duty.

(2)This sub-paragraph applies if the appropriate authority is satisfied (whether or not on a complaint) that a responsible body of a school specified in sub-paragraph (3)—

(a)has acted or is proposing to act unreasonably in the discharge of a duty the body has in relation to the provision to the authority of copies of the body's accessibility plan or the inspection of that plan, or

(b)has failed to discharge the duty.

(3)The schools are—

(a)schools approved under section 342 of the Education Act 1996 (non-maintained special schools);

**[F1**(b)Academy schools;

(c)alternative provision Academies.]

(4)This sub-paragraph applies if a Tribunal has made an order under paragraph 5 of Schedule 17 and the appropriate authority is satisfied (whether or not on a complaint) that the responsible body concerned—

(a)has acted or is proposing to act unreasonably in complying with the order, or

(b)has failed to comply with the order.

(5)If sub-paragraph (1), (2) or (4) applies, the appropriate authority may give a responsible body such directions as the authority thinks expedient as to—

(a)the discharge by the body of the duty, or

(b)compliance by the body with the order.

(6)A direction may be given in relation to sub-paragraph (1) or (2) even if the performance of the duty is contingent on the opinion of the responsible body.

(7)A direction may not, unless sub-paragraph (8) applies, be given to the responsible body of a school in England in respect of a matter—

(a)that has been complained about to a Local Commissioner in accordance with Chapter 2 of Part 10 of the Apprenticeships, Skills, Children and Learning Act 2009 (parental complaints against governing bodies etc.), or

(b)that the appropriate authority thinks could have been so complained about.

(8)This sub-paragraph applies if—

(a)the Local Commissioner has made a recommendation to the responsible body under section 211(4) of the Apprenticeships, Skills, Children and Learning Act 2009 (statement following investigation) in respect of the matter, and

(b) the responsible body has not complied with the recommendation.

(9) A direction—

(a) may be varied or revoked by the appropriate authority;

(b) may be enforced, on the application of the appropriate authority, by a mandatory order obtained in accordance with section 31 of the Senior Courts Act 1981.

(10) The appropriate authority is—

(a) in relation to the responsible body of a school in England, the Secretary of State;

(b) in relation to the responsible body of a school in Wales, the Welsh Ministers.

#### *Supplementary*

6(1) This paragraph applies for the purposes of this Schedule.

(2) Regulations may prescribe services which are, or are not, to be regarded as being—

(a) education;

(b) a benefit, facility or service.

(3) The power to make regulations is exercisable by—

(a) in relation to England, a Minister of the Crown;

(b) in relation to Wales, the Welsh Ministers.

(4) "Disabled pupil" includes a disabled person who may be admitted to the school as a pupil.

(5) "Responsible body" means—

(a) in relation to a maintained school or a maintained nursery school, the local authority or governing body;

(b) in relation to a pupil referral unit, the local authority;

(c) in relation to an independent educational institution [F2 or an alternative provision Academy that is not an independent educational institution], the proprietor;

(d) in relation to a special school not maintained by a local authority, the proprietor.

(6) "Governing body", in relation to a maintained school, means the body corporate (constituted in accordance with regulations under section 19 of the Education Act 2002) which the school has as a result of that section.

(7) "Maintained school" has the meaning given in section 20 of the School Standards and Framework Act 1998; and "maintained nursery school" has the meaning given in section 22 of that Act.