



Polehampton C. of E. Schools Federation

Accessibility Policy

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Document History

Version	Issue Date	Comments	Total pages	Signed by chair of committee
1.0	25.4.13	First Federation policy	6	
2.0	16.6.16	<i>reviewed</i>	7	

Accessibility Plan

Introduction

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.

The definition of disability under the law is a wide one. A person with disabilities is someone who has a

- Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

It is likely that every school in Wokingham has children, staff members and service users with disabilities.

Key Objective

To create a safe and rich environment which enables children with disabilities to participate fully in the school community by identifying and eliminating barriers that could prevent this.

Our schools' accessibility plans are aimed at:

- Increasing the extent to which our children with disabilities can participate in the curriculum
- Improving the physical environment of schools to enable children with disabilities to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to children with disabilities

Vision and values

**Through Inspiration, Faith and Love,
We learn, grow and succeed**

Junior School

To be an inclusive and caring Christian community where everyone is encouraged to aim high. Every Child Matters. Every Person Matters.

Infant School

Activities

The school will undertake to meet its key objective by developing three key areas,

1. Access to the Curriculum

- We undertake to assess our provision of curriculum to pupils on a regular basis, and to use this information to tailor the curriculum to meet pupil requirements more effectively.
- We plan a motivating, relevant, creative curriculum where suitable learning challenges are set and progress of individuals achievements can be assessed
- We seek and follow the advice of services such as other schools, the LA, the Government, and independent bodies to achieve best practice
- We continue to follow and endorse the key principles of the Early Years Foundation Stage and the National Curriculum
- All areas of our curriculum are available to pupils regardless of their disability. Where an activity cannot be made accessible or would be inappropriate then an alternative activity will made available. Cross country running may be inappropriate for an individual wheelchair user but an alternative physical activity – perhaps table tennis or swimming – will be offered. Handwriting practice might be inappropriate for a pupil but practising keyboard skills would be a suitable and valuable alternative. Planning to improve access to the curriculum will include identifying reasonable adjustments to offer an equality of opportunity.
- Depending on the impairments of our disabled pupils, we will plan specific staff training will improve access to the curriculum.
- Purchasing specialist equipment will increase access to the curriculum for our children with disabilities. Depending on the difficulties experienced, we will plan to purchase more books with large print, writing slopes and pencil grips, or adjustable desks and chairs.
- During lesson observations, we will monitor the participation of pupils with disabilities which will inform future developments in inclusion.
- Access to school visits can be problematic for some pupils with disabilities. Reviewing and investigating more accessible venues and transport providers will be valuable, as will better forward planning and a creative approach to staffing.

2. Access to the Physical Environment

- We have audited existing facilities and made every effort to make the physical environment more accessible to people with disabilities.
- We regularly consider how different impairments have specific requirements and can be best catered for within the school environment.
- We regularly consider ways of providing the most suitable aids and resources, outside of the child's SEN, or health, provision.
- We seek and follow the advice of services such as other schools, the LA, the Government, and independent bodies to achieve best practice.
- Points for consideration include, but are not limited to:
 - children with disabilities needing adult support for personal care. This can require an accessible toilet facility that is large enough to accommodate a toilet and washbasin, bed, hoist and space for child, wheelchair and up to two adults. A toilet cubicle that is slightly larger than average with handrails will rarely be adequate for a child with complex needs.

- We would need support from the Local Authority's access funding if we needed to improve access for power chair users in accessing the school site.
- We have some pupils with quite complex medical needs attending our schools - staff receive training from Health professionals and volunteer to carry out procedures. In future, we might need to consider advertising with specific job descriptions for new support staff to ensure that meeting the medical needs of children with disabilities is included.
- An allocated parking space for the parents of children with disabilities is available at both school – we ensure that the space is not used inappropriately, or blocked by other vehicles. Access into school from the parking space is level with no obstacles.
- Level access is not the only consideration for wheelchair users. Heavy doors, sharp narrow turns and cluttered corridors are barriers to access. Where classroom space is tight, adjustments may have to be made to classroom layout in order to facilitate access.
- Where necessary, we would acquire specialist furniture to allow children with disabilities to access the curriculum.
- We review our school play areas to ensure they are accessible for pupils with mobility, sensory and social difficulties.

3. Access to Information

- We will carry out audits of existing methods of providing information and media utilised and develop these to improve accessibility where necessary. For example
 - Plans could be made to investigate symbol software to support learners with reading difficulties.
 - Raising awareness of font size and page layouts will support pupils with visual impairments.
 - Auditing the school library to ensure the availability of large font and easy read texts will improve access.
 - Auditing signage around the school to ensure that is accessible to all is a valuable exercise.
- We will work with Local Schools, LA and local support services to source best materials at an appropriate cost.
- We will include parents and pupils in the choice of the most suitable media for children with disabilities wherever possible.

Linked Policies

The plan will contribute to the review and revision of related school policies,

- School Development Plan
- Equalities Duties
- SEN Policy
- Curriculum Policies

Publicising the Plan

Copies of this plan will be promoted and made available to existing or prospective parents using the following means -

- School Website

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Accessibility Action Plan

2013/16					
Target	strategy	timescale	Success criteria	review	
Improved awareness of prospective and new pupils with disabilities to facilitate planning and induction	INCo meetings with pre-schools and between Infant/Junior School Additional training/resources organised in advance	Every summer term or as required for new pupils	Pupils provided with even better induction procedures Management/care plans written where appropriate	Information gained in advance allows school to make appropriate adjustments to environment.	The majority of these targets are on-going issues. As and when we have new children and new staff, these issues need to be re-addressed.
Continue to improve staff understanding and skills for supporting and challenging children with disabilities.	Joint INCo meetings to plan Staff training	On-going	Pupils' individual needs are catered for even more	Effective use of local services to train staff, i.e. Foundry College	
Increased involvement of parents of children with disabilities in decision making	Meetings to discuss key individual issues	On-going	Parents feel listened to and involved in their child's education	Regular meetings with parents have created positive outcomes for pupils.	
Install accessible toilet at the Infant School	Improvement to admin block	Summer 2013	School more accessible to disabled people	Done	
Ensure all after school activities are available to all pupils	Meetings with providers to determine their inclusion policy	On-going	All children are able to take part in all activities	Activities have been open to all.	
Investigate recommended signage and create new signs as appropriate	Audit current signage	Autumn 13	Improved signage makes way finding more effective	Improved external signage to separate pedestrians and vehicles.	

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Additional targets - 2016/19				
Target	strategy	timescale	Success criteria	review
Liaise with other professionals (O.T., Physios, etc..) to gain advice about equipment/programmes to use for supporting particular conditions.	Children with particular conditions will be supported so they can access all areas of the curriculum	On-going, dependent on individual conditions	Children will learn and thrive at school	
Further adaptations to space to support children with additional needs	Create nurture rooms/work stations	Review annually depending on the needs of each cohort	Children will have access to quieter/adapted space that meets their needs	