



new wave
education



High

Aspirations



High Standards

High Achievement

**Grazebrook Primary
Accessibility
Policy**

20

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1. Introduction

As a school we recognise our duty under the Disability Discrimination Act ('95) as amended by the SENDA (2001) and the Equality Act 2010.

"From September 2002, it will be unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services."

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995) and to further the aims of our Vision Statement by:

- 1.1 Ensuring its definition is delivered in our school. "It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity".
- 1.2.1 Continuing to improve all aspects of the physical environment of the school site and other resources so that all disabled pupils can take full advantage of the education and associated opportunities provided by the School.
- 1.2.2 Increasing the extent to which disabled pupils can participate in the school curriculum.
- 1.2.3 Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- 1.2.4 Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
- 1.3 The Equality Act 2010 builds on existing responsibilities to ensure pupils, parents, carers and staff are consulted by the school to ensure people with a disability do not experience discrimination. Barriers to inclusion will be identified by the school and reasonable adjustments made to provide equality of opportunity for all. We will promote disability equality.

2. Guidelines

2.1 Aims

- 2.1.1 The school and its staff are committed to offering a high-quality education to all children in the community in line with the requirements of the Equality Act 2010. We will consult with the school community to identify barriers to inclusion and establish a Disability Equalities Scheme to improve outcomes for disabled people.
- 2.1.2 This school promotes inclusion and will take all reasonable steps to ensure that children with a disability or SEN are not discriminated against or treated less favourably than other pupils. The school will work in partnership with the family and other agencies in the best interest of the pupil and to maximise educational opportunity.
- 2.1.3 We are committed to continuing staff training and devising teaching strategies to enable them to be effective in the education of young people with disabilities and /or Special Educational Needs.
- 2.1.4 We will prioritise sufficient resources to support the actions identified in this plan.
- 2.1.5 Planning out-of-school activities including all school trips and excursions so that pupils with disabilities are able to participate fully.

- 2.1.6 Providing written information for pupils with disabilities in a form which is user friendly
- 2.1.7 Raising awareness of disability amongst school staff (teaching and nonteaching) through programme of training.

2.2 Definition of 'Disability'

2.2.1 The Equality Act 2010 defines a disabled person as someone who has:

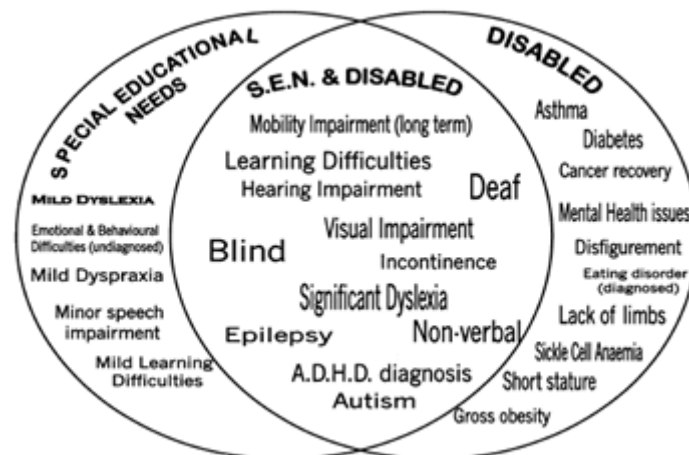
'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.' 'Long term' means at least 12 months. 'Substantial' means 'more than minor or trivial.'

2.2.2 This definition covers pupils with physical (including sensory), intellectual or mental impairments. The definition is broad and includes children with a learning disability, sensory impairment, severe dyslexia, diabetes, epilepsy, incontinent pupils, pupils with AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy. It can also include diagnosed conditions such as ADHD or Tourettes Syndrome.

2.2.3 It is important that staff is aware that, although a pupil, parent, carer or staff member may be considered to have a disability according to the definition, they may not consider themselves disabled.

2.2.4 A whole school approach to inclusion is the most effective way of meeting the needs of all pupils.

2.2.5 This diagram shows the overlap between Special Educational Needs and Disability.



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2.3. Access to the Curriculum

Goals and Targets

- 2.3.1 Continue to develop and enhance knowledge of responsibilities under The Equality Act 2010.

- 2.3.2 Continue to develop confidence and knowledge for staff in delivering the curriculum to disabled pupils.
- 2.3.3 Enhance access to and participation in National Curriculum and wider curriculum for disabled pupils and those with Special Educational Needs through effective provision management and consultation.

Strategy and Implementation

- 2.3.4 Ensure all new staff are trained in responsibilities under The Equality Act 2010. Training to be delivered by LT/Inclusion Leader. Refresher training for all staff should take place annually.
- 2.3.5 In view of the number of children on the ASD spectrum, develop training programme on curriculum access for children with ASD. Training to be delivered by Inclusion Leader/ TLT Specialist Teacher during INSET and after school twilight sessions.
- 2.3.6 Enhance knowledge and confidence amongst staff on approaches to teaching pupils with SEN. Inclusion Leader to liaise with the Inclusion Team/The Hackney Learning Trust. Training to be on going.
- 2.3.7 Parents and pupils to be consulted on identifying Disability/Health needs. Inclusion Leader and Hackney Learning Trust to develop a provision mapping system including an audit of projected needs for pupils with SEN/disabilities and other vulnerable groups. Provision mapping and monitoring procedure to be embedded in the school monitoring cycle.

Resources

- 2.3.8 INSET and twilight CPD time in each academic year to be utilised for Equality act 2010 issue.
- 2.3.9 Inclusion Leader to be responsible for provision mapping for pupils with SEN /disability. Training to be provided through The Hackney Learning Trust central training program.
- 2.3.10 Resources will be allocated for printing of materials from the curriculum area budgets.
- 2.3.11 The Hackney Learning Trust staff to deliver training programs on autistic spectrum disorder with SENCO.

Monitoring and Evaluation

- 2.3.12 Progress towards meeting the goals and targets will be monitored:
 - Through termly meetings of the governing body's SEN and Link Governor.
 - As part of the school self-evaluation process.
 - By feedback from staff, parents/carers and disabled pupils.

2.4. *Physical Accessibility*

Goals and Targets

- To reduce physical barriers to inclusion.
- To work with The Hackney Learning Trust to increase accessibility based on the audit of physical access commissioned by the Hackney Learning Trust.
- To act on consultation with pupils, parents, carers and staff on barriers to access.

- To improve the delivery of information to pupils, staff, parents, carers and general public with disabilities.
- To keep in contact with parents and carers and The Hackney Learning Trust regarding transport when necessary.
- To ensure there are fire evacuation procedures in place for each disabled/SEN pupil.

Strategy and Implementation

- Provide ramp access to the KS2 entrance (i.e. playground area at the back of school).
- Provide ramp/path from KS1 playground to KS2 playground.
- Provide ramp access from KS1 playground through to the main reception.
- Add bright yellow edge markers on steps on external staircases for visually impaired.
- Ensure accessibility is considered in all future purchase decisions of equipment.
- Improve access to the reception via car park area – tarmac needs leveling.
- Improve signage and external access for visually impaired people.
- Paint a disabled persons parking bay with access to the reception.
- Review any inadequate lighting in all areas.
- Ensure all fire routes are suitable for all.
- Ensure all common facilities accessible to all children.
- Ensure all staff are aware of, and able to use, SEN software and resources.
- Ensure all school trips and school journeys are accessible to all.
- Review PE Curriculum to make accessible to all.
- Ensure disabled children participate equally in after school and lunch time activities.
- Ensure staff have taken disability equality training.
- Ensure each disabled pupil has had a PEEP (Personal Emergency Evacuation Plan) assessment completed.

Resources

The school will provide materials through its responsive maintenance and capital resources budgets to fund accessibility projects. Links with business will be developed to part-fund some of the materials. Be aware of funding streams available for grants to help develop strategies.

Monitoring and Evaluation

Progress towards meeting the goals and targets will be monitored:

- Through termly meetings of the Senior Leadership Team and the Assistant Head responsible for Inclusion
- As part of the school self-evaluation process
- Through meetings with The Hackney Learning Trust as part of the Trust's overarching Accessibility Strategy
- By feedback from staff, parents/carers, staff and disabled pupils
- Planned fire drills

Areas to be investigated and implemented

Timescale: 1 = 3 months 2 = 6 months 3 = One year

Action	Success Criteria	Lead person	Timescale	Review
Ramp/path access from Key Stage 1 to Key Stage 2 playground	Access improved for all disabled users	Luke Gilbert/Val Kornevs	2	Yearly or if circumstances change
Green exit button on main entrance gate needs adjusting	Access improved for all disabled users	Luke Gilbert/Val Kornevs	2	Yearly or if circumstances change
Improve access to the reception via car park area	Access improved for all disabled users	Luke Gilbert/Val Kornevs	1	Yearly or if circumstances change
Provide a disabled parking bay in car park	Access improved for disabled vehicle users	Luke Gilbert/Val Kornevs	2	Yearly or if circumstances change
Add bright yellow edge markings to steps on external staircases for the visually impaired	Clear demarcation of steps around building	Luke Gilbert/Val Kornevs	1	Yearly or if circumstances change
Provide telephone in Staffroom	Easier communication in case of emergencies	Luke Gilbert/Val Kornevs	1	Yearly or if circumstances change
Remote for external door	Access improved for disabled users	Luke Gilbert/Val Kornevs	3	Yearly or if circumstances change
Medical equipment (lifting machine, induction loop etc.)	Access improved for disabled users	Assistant Head Teacher /HOS	1	Yearly or if circumstances change
LED lighting to be fitted in main school	Improves the visual for people with impaired vision	Luke Gilbert/Val Kornevs/HOS	3	Yearly or if circumstances change

Staff Training to be organised

Action	Success Criteria	Lead person	Timescale	Review
Allergy Training	All staff aware of allergies for pupils/staff	Inclusion Lead and Head of School	Next INSET day	Annually
TA Disability Training	Ensure TAs have access to specific training on disability/inclusive issues	SENCO Lead and Head of School	Next INSET day	Annually

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