



Be the best you can be!

ACCESSIBILITY POLICY

Spring 2015

Manager

Mrs S A WILSON

Review date – Spring 2018

ACCESSIBILITY POLICY

Inclusion

An inclusive school is one that provides access to a range of services and activities, during and beyond the school day, to help meet the needs of children, parents and the wider community. All members of the community have equal access to the same provision.

Children and visitors with disabilities or special educational needs should be able to access all the services. We need to comply with Equality Act 2010 and take reasonable steps to make changes to the physical features of school premises in areas to which members of the community, including parents with disabilities, have access and that make it unreasonably difficult for people with a disability to use the service.

In some cases the nature of a child's needs or impairment may lead to increased staffing or other costs. Where services are charged for e.g. after school events, any such additional cost is not passed on to the pupils and their families and is met through the school budget or other funding streams.

When services are provided by a third party on school premises, either independently of the school, or on behalf of the school, the service provider has the responsibility to make "reasonable adjustments" and/or access improvements. This will ensure that people with disabilities are not unjustifiably discriminated against in their access to the service.

Aims

- To provide access for disabled pupils to the curriculum
- To provide access to the school's physical environment
- To provide written information for disabled pupils
- To not treat disabled pupils less favourably
- To make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage

In deciding whether a step is reasonable, we will take into account the needs to maintain:

- Academic standards
- Available resources
- The practicalities of making particular adjustments
- The health and safety of the disabled pupil

Definition of disability

Pupils falling within the definition of disabled will have a wide range of needs and requirements including mobility impairment, sensory impairment, learning disabilities, mental health conditions, epilepsy, AIDS, asthma and progressive/degenerative conditions.

Admissions

The governing body believe that the admissions criteria should not discriminate against disabled pupils. We consider the requirements of current and future pupils. We make reasonable enquiries to find out whether children currently on roll, as well as those seeking attendance from elsewhere, have a disability that we need to plan for by liaising with the transition school as soon as we are informed of new intake.

Increasing the ways disabled pupils can access the curriculum

At Gayton we are able to access:

- Expert advice from specialist teachers and the Educational Psychology Service
- The provision of technical aids and the adaption to facilities and learning through the LA support services and the schools' delegated funding
- Specialist training for the needs of the individual pupils
- Training through the LA and independent professional development services

Improving the physical environment of the school

At Gayton we are able to access:

- Advice from the Sensory Team and Physical Support Services to advise on environmental issues
- Advice from an access officer on improving the physical environment
- Advice from members of Derby City LA Asset Management Planning Team

ACCESS TO INFORMATION		
Target	Strategy	Outcome
To review the format of our information to parents, carers and pupils to ensure it is accessible to all	Ask teachers, TAs and office staff to consider the format of all information that is produced	Revised format that is more accessible
	Audit parent/ carers on their needs	Awareness of what the needs are
	Create alternative means of communication as needs are identified	Revised format that is more accessible
	Use specialists / professionals for advice and support	Parents receive the information they need

PHYSICAL ACCESS		
Target	Strategy	Outcome
To review annually all areas of the school to ensure there are no physical barriers to access for pupils with a range of disabilities.	<p>Liaise with transition schools and prospective parents and carers on any children who may be coming with disabilities</p> <p>Arrange an audit by an external expert in physical access if we are unable to accommodate children without any action.</p>	<p>We will be access friendly for any new intake to the school</p> <p>We will be trained in what to provide</p> <p>Parents will be informed that we are accessible for their child</p>

CURRICULUM ACCESS		
Target	Strategy	Outcome
To make all staff aware of The Equality Act 2010 requirements and the range of identified disabilities	<p>Meet with new staff and make part of their induction training</p> <p>Provide support notes where appropriate</p>	<p>All staff are informed of implications</p> <p>New parents are informed</p>
<p>To share new Code of Practice statements E.g. <i>set suitable learning challenges</i> <i>Respond to pupils' diverse learning needs</i> <i>Overcome potential barriers to learning and assessment for individual and groups of pupils</i></p>	<p>Monitor curriculum plans</p> <p>Use these to inform differentiated planning and provision across the school</p> <p>Liaise with services for personalised resources for pupil to access the curriculum</p>	<p>NC inclusion statements are applied throughout the curriculum</p>
To ensure the enrichment programme is available to all pupils	<p>Ensure all pupils have access to out of school activities if they wish to attend by amending the programme to meet their needs</p>	<p>Children with disabilities are not excluded from any activities arranged by the school</p>
To assess potential pupil intake and identify training needs	<p>Liaise with transition schools and parents to identify the needs. Use internal and external training providers</p>	<p>Staff are well trained to teach all pupils according to their needs</p>