



Walton & Lees Hill C of E Primary School

Access & Disabilities Policy

POLICY REVIEWED BY FULL GOVERNING BODY: February 2023

Name: Mary Alston

Position: Chair of Governors

Next Review Date: February 2025

Aims and Objectives

To ensure the service delivered to every individual shall not be compromised due to their disability.

Access Policy Statement

The school recognises that pupils, visitors and staff, whether disabled or otherwise, have individual needs when using school and facilities.

However, we also recognise that for some students, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of the ongoing commitment to the delivery of an inclusive educational service, we will endeavour to ensure that disabled pupils receive the same standards of education as non-disabled pupils.

This will be undertaken by producing an accessibility strategy or plan (Appendix 1) with the aim of:

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

This should be done within a reasonable period of time and in formats which take account of views expressed by the pupils or parents about their preferred means of communication.

Role of Pupils

Pupils are encouraged to show respect to their peers and, where appropriate, assist in ensuring an inclusive environment

Role of Staff

- Will follow the policy of inclusion
- Undertake disability training as appropriate
- Assist in access planning, either in general or for specific pupils

Role of Parents

In the light of an awareness of this policy parents are encouraged to:

- Raise issues of access
- Take part in access planning consultation

Roles of Headteacher and Governing Body

- Inform all staff that our policy for the provision of educational services ensures the inclusion of disabled students. Such communications will address the legal obligation of staff, and the school.
- Provide appropriate disability awareness training for staff, which will explain the school policy towards disabled students and the effective implementation and monitoring of it.
- Address acts of disability discrimination via existing conduct codes, where appropriate.
- Encourage suppliers and contractors, to adopt similar policies towards disabled students.

In order to ensure that the educational services it provides effectively meet the needs of disabled students the school will:

- Consult with disabled pupils, parents, staff and disability organisations.
- Plan to make access improvements to enable disabled people to use its services. Furthermore, the school will effectively communicate their availability to both pupils and staff.
- Regularly review whether its education (and other) services are both accessible and effective, and take appropriate action.
- Monitor the implementation and effectiveness of this policy on a regular basis.
- Operate an accessible complaints procedure whereby disabled people can make improvement suggestions and request assistance.

Monitoring and Review

This policy will be reviewed by the Governing Body bi-annually, or sooner, if required.

Note: The legal framework underpinning this policy is in Appendix 2.

Appendix 1

DEVELOPMENT OF SCHOOL ACCESSIBILITY PLANS

Contents

The sequence of steps outlined below set out how we as a school would prepare the schools to allow access to a disabled person. We know it is important when considering the best method of improving access that widespread consultation takes place. Quite frequently, barriers exist to a disabled person and are not immediately obvious and that are inexpensive and easy to overcome.

Set up a planning group

The school will make best use of available expertise to obtain a variety of perspectives. This should include:

- Disabled pupils and their parents
- Specialist teachers
- Local voluntary and disability organisations.

Carry out an access audit and review of current activities

The school will assess current accessibility and identify barriers to inclusion. A review of access shall include:

- The physical environment
- The provision of auxiliary aids and services
- Teaching and Learning Strategies
- The Curriculum
- Staff Training
- The culture and ethics of the school
- The provision of written information.

Action Planning

In liaison with the person with specific need, the school will devise actions to begin to plan to eliminate the barriers identified.

Examples of action planning include:

- Discuss collecting good practice on curriculum differentiation with curriculum advisors
- Carry out an access audit to identify potential barriers to access in all areas of school life together with recommended improvements
- Aim to provide appropriate training for staff and governors
- Review and improve the school's arrangements for accessible information
- Use the routine refurbishment and maintenance/equipment budgets to improve the physical environment of the school.

Consultation

Schools may consider consulting with their staff, and more widely with parents, pupils and other bodies.

Publicise the Plan

Maintained schools have a duty to publish information about their accessibility plans in their Governors' report to parents. Lees Hill School is prepared to provide their plans in alternative formats as required.

Implementation and Review

When the plan is produced, the school has a statutory duty within the strategic policy of the LEA to implement the plan and to allocate adequate resources to it. Schools are also required to keep the accessibility plan under review and revise it as necessary.

Reference

Special Educational Needs and Disability Code of Practice: 0 to 25 years Jan 2014

Planning Duty

Disability Discrimination Act 2005 cites duties on Local Education Authorities and schools in relation to disabled pupils. LA's and schools are required to prepare accessibility strategies and accessibility plans respectively for increasing over time the accessibility of schools for disabled pupils. This is referred to as the Planning Duty.

Legal Position

All LA's have a legal duty to prepare accessibility strategies for all of the schools for which they are responsible. Individual schools must prepare accessibility plans.

An accessibility strategy or plan is a strategy or plan for:

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

This should be done within a reasonable period of time and in formats which take account of views expressed by the pupils or parents about their preferred means of communication.

These plans should be made publicly available as follows:

- Maintained schools have a duty to publish information about their accessibility plans in the Governors' annual report to parents;
- Non-maintained special schools are required to reproduce their accessibility plan in their annual prospectus;
- LA's are required to make their strategies available for inspection to interested parties at reasonable times.

REVIEW SHEET – Access & Disabilities Policy

The information in the table below provides details of the earlier versions of this document and brief details of reviews and, where appropriate, amendments which have been made to later versions.

Version Number	Version Description	Date of Revision
1	Original (Re-formatted)	February 2019
2	Change of School Name and Reviewed	February 2023