



Accessibility Policy

Introduction

Extending access to educational provision and opportunities for children and young people is one of the key themes in the national Social Inclusion Strategy aimed at ensuring equality of opportunity and full participation in the economy. Within the broad context of The City of Salford where social inclusion is a priority, inclusive educational practice is a central pillar in ensuring equality of opportunity for all our young people and the regeneration of the city.

Inclusion is at the heart of both national and international educational reforms and is providing further impetus to Salford's efforts at all levels to improve and develop our practice in this area. The Salamanca Statement of 1994 states that 'the fundamental principle of the inclusive school is that all children should learn together, where possible and that ordinary schools must recognise and respond to the diverse needs of their students.'

The 1997 Green Paper, Excellence have reinforced this principle for All Children and the Statutory Inclusion Statement incorporated into the National Curriculum in 1999.

New duties introduced by the SEN and Disability Act 2001 help to build on and complement inclusive policy and practice by outlawing discrimination by schools and LEAs against either current or prospective pupils with disabilities in their access to education. This legislation is based on the simple principle, that wherever possible pupils with disabilities should have the same opportunities as those who do not have disabilities in their access to all aspects of education.

This document explains how *James Brindley* intends to adopt a strategic approach to extending the presence of all young people in our school.

The Plan has been prepared by ~ Headteacher, Deputy Headteacher, Senior Leadership Team.

In line with the guidance received from Salford LEA. The initial plan will run from April 2003 to April 2006 and will be reviewed on a regular basis thereafter.

Chair of Governors

Paul Starling

Headteacher

Chune

Definitions

The Meaning of Disability

The Disability Code of Practice provides the following information:

The definition of disability in the legislation is designed to cover only people who would generally be considered disabled.

When is a person disabled?

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.

What about people who have previously had a disability?

People who have had a disability within the definition are protected from discrimination even if they no longer have a disability.

What does 'impairment' cover?

It covers physical or mental impairments; this includes sensory impairments, such as those affecting sight or hearing.

Are all mental impairments covered?

The term 'mental impairment' is intended to cover a wide range of impairments relating to mental functioning, including what are often known as learning difficulties. However, the Act states that it does not include any impairment resulting from or consisting of a mental illness, unless that illness is a clinically well-recognised illness. A clinically well-recognised illness is one that is recognised by a respected body of medical opinion.

What is a 'substantial' adverse effect?

A substantial adverse effect is something more than a minor or trivial effect. The requirement that an effect must be substantial reflects the general understanding of disability as a limitation going beyond the normal differences in ability, which might exist among people.

What is 'long-term' effect?

A long-term effect of an impairment is one:

- Which lasted at least 12 months; or
- Where the total period for which it lasts is likely to be at least 12 months; or
- Which is likely to last for the rest of the life of the person affected.

The Meaning of Discrimination

The Disability Code of Practice provides the following information:

Part 4 of the Disability Discrimination Act 1995, as amended, makes it unlawful for a responsible body for a school to discriminate against a disabled child:

- in relation to admissions;
- in relation to education and associated services; or
- by excluding a pupil.

In summary, discrimination against a disabled child can occur in two possible ways. Discrimination is either:

- treating a disabled pupil or prospective pupil less favourably, for a reason relating to his or her disability, than someone to whom that reason does not apply, without justification; or
- failing to take reasonable steps to ensure that disabled pupils or prospective pupils are not placed at a substantial disadvantage in comparison with their non-disabled peers without justification. This is known as the reasonable adjustments duty.

The duty not to treat a disabled pupil less favourably and the duty to make reasonable adjustments are the two core duties that lie at the heart of the disability discrimination provisions in education.

For further information please refer to the Code on Disability.

The Accessibility Framework

The Special Educational Needs and Disability Act 2001 amended Part 4 of the Disability Discrimination Act 1995 and imposed new duties on local education authorities and schools to prevent disability discrimination in the field of education.

Allied to the above requirements is a duty on each LA to prepare an Accessibility Strategy and a duty on each maintained school to prepare an Accessibility Plan. These elements of the SEN and Disability Act came into force in September 2002 and LAs and schools must have their Accessibility Strategies and Accessibility Plans in place by April 2003.

The new legislation is aimed to help LEAs and schools improve access for disabled pupils in a planned and strategic way over a period of time. There are three main strands to the Strategies and Plans insofar that on behalf of pupils with disabilities both must address improving access to:

- **the physical environment**, which includes improvements to the physical environment of the school and the provision of physical aids to education, for example, ICT equipment or specialist desks or chairs;
- **the curriculum**, which covers not only teaching and learning but also the wider curriculum of the school such as participation in after-school clubs, leisure, sporting and cultural activities or school visits;
- **written information and information provided in alternative formats**, which should take account of pupils' disabilities, pupils' and parents' preferred formats and be made available within a reasonable time frame.

Formal guidance on the new duties was sent to LEAs by the DfES early in July 2002 and a summary of the guidance sent to all schools at the same time.

This legislation is supported by a number of related guidance documents:

2001 - Revised Code of Practice for SEN and the SEN Toolkit explaining how the rights for children to be education in mainstream schools can be implemented in practice.

2002 - Disability Code of Practice — the Code gives practical guidance on how to avoid discrimination against pupils with disabilities. It also describes the duties on the bodies responsible for educational provision.

2001 - Inclusive School - children with SEN. The guidance contains practical advice on the operation of the

new inclusion framework and suggests the following principles for an inclusive education service:

1. Inclusion is a process by which schools, local education authorities and others develop their cultures, policies and practices to include pupils.
2. With the right training, strategies and support nearly all pupils with special educational needs can be successfully included in mainstream education.
3. An inclusive education service offers excellence and choice and incorporates the views of parents and pupils.
4. The interests of all pupils must be safeguarded.
5. Schools, local education authorities and others should actively seek to remove barriers to learning and participation.
6. All pupils should have access to an appropriate education that affords them the opportunity to achieve their potential.
7. Mainstream education will not always be right for every pupil all of the time. Equally, just because mainstream education may not be right at a particular stage, it does not prevent the pupil from being included successfully at a later stage.

The guidance goes on to suggest that schools and local education authorities, which are successful in including pupils who have special educational needs, demonstrate an approach to inclusion which is part of an overall improvement strategy based on the development of:

- An inclusive ethos;
 - A broad and balanced curriculum for all pupils;
 - Systems for early identification of barriers to learning and participation; and
 - High expectations and suitable targets for all pupils.
- Link with school plans e.g. Admissions, SEN, Equal Opportunities, etc.

Salford's Context

The City of Salford is making a major contribution to the development of communities to achieve real and lasting positive change. The Council's vision is for an inclusive City, where all citizens are able to enjoy an enhanced quality of life, and benefit from provision of the full range of services which are accessible to all. Integrating equal opportunities into every function of the Council is crucial to achieving this vision.

For many years Salford Council has committed itself to a policy of equality of opportunity and is currently finalising a Corporate Equalities Plan. This Corporate plan aims to ensure that the Council has a coherent and strategic approach to equalities issues and therefore provides a focus for the strategic and day-to-day management of equalities issues including disability.

Related to the Corporate Equalities Plan are a range of implementation strategies including a Disability Access Strategy. This strategy has been created to address access issues surrounding council policies, procedures, services and the built environment. This strategy provides a focus for all directorate specific strategies including Education and Leisure.

Within the Education and Leisure Directorate the Accessibility Strategy is set within a number of key plans, specifically the SEN & Inclusion Strategy.

School Context

Link with LA Admissions Policy following the correct criteria for all admissions.

Links with SEN Policy and Procedures following guidelines by LA.

Links with Equal Opportunities.

Academic provision planned for inclusion.

Physical provision planned with support and guidance from the relevant outside agencies.

Special Educational Needs Co-ordinator (SENCO) is the gatekeeper for all stakeholders.

All opportunities offered to all pupils irrespective of gender and ability.

Continuous Professional Opportunities for all staff.

The Accessibility Plan

(2021 - 2023)

The Accessibility Plan describes how James Brindley Primary School intends to:

- improve access to the physical environment
- improve access to the curriculum
- improve delivery of information.

The plan has the following structure for each area:

1. School Context
2. Overall aim
3. Strategic Objectives
4. Development Plan
5. Review and Evaluation

Improving Access to the Physical Environment

1. Context

- The School is situated in a residential area and was built in 1971. It is of good repair with a complete refurbishment during the academic year 2003/04. Disabled Access was improved in 2004/05 and additional access was completed in 2006, both projects included new toilets for the disabled one of which was sited in a designated room for the disabled.
- Sound system was installed in the hall in January 2007 to improve acoustics particularly for a child with hearing impairment.
- Currently accessibility is good.
- The School site is single storey with the playground accessible via ramps positioned at the front and side of the school.
- Proposed outdoor facilities would require an accessibility review particularly for a child with mobility difficulties.

2. Overall Aim

To ensure that accessibility is not a barrier to preventing pupils from attending James Brindley Primary School.

Strategic Objectives

To improve the accessibility to the physical environment of James Brindley Primary School, over a period of time the school will:

- ensure that any new buildings planned take full account of the needs of pupils with disabilities;
- ensure that any new adaptations to existing buildings planned take full account of the needs of pupils with disabilities;
- complete with LEA appointed company an initial audit of premises;
- agree with LEA future schemes of work;
- ensure that the access scheme strategy is closely linked with any other relevant developments such as the School Asset Management Plan (AMP).

3. Development Plan

Each area will have a development plan which includes:

- objectives

- action
- lead responsibility
- target date
- outcomes

4. **Monitoring and Evaluation**

- The progress of the school accessibility plan will be monitored on a regular basis.
- Funding related to access schemes will be monitored.
- Progress towards the overall aim will be evaluated on an annual basis and reported to the Governing Board and parents.

Improving Access to the Curriculum

1. **Context**

- All Curriculum documents.
- Teacher planning, differentiation.
- IEP's and Reviews.
- Teaching and Learning Policy.
- Staff Training meeting pupil physical needs, lifting and movement training, Anaphylactic Shock training.
- Risk Assessments.
- Systems to support pupil's welfare in school i.e. administering medicines, attendance.
- Provision and procurement of appropriate equipment.
- Links with LA services and outside providers and carers.
- CPD opportunities in relevant specialist areas of SEND

2. **Overall Aim**

To ensure that the curriculum delivered in school is accessible to all pupils including those with disabilities.

3. **Strategic Objectives**

To improve the capacity of staff to provide access to the curriculum for all pupils, the school will:

- Ensure all relevant school documents include a section on inclusion to the curriculum.

- Ensure that within the school’s staff development policy opportunities are provided to access training on inclusion into the curriculum.
- Within the school’s SEND Inclusion Policy:
 - (i) SEND Lead to make available advice relating to the delivery of an accessible curriculum for specific groups of young people to colleagues;
 - (ii) make available professional development opportunities on specific groups such as hearing impairment;
 - (iii) work in collaboration with Inclusion and Access staff and School Improvement colleagues on relevant action-research, school self-evaluation and sharing practice;
 - (iv) SEND Lead to co-ordinate access to LA teams and specialist advice.

4. **Development Plan**

See School Improvement Plan – DDA Section.

5. **Monitoring and Evaluation**

- Accessibility within the school to be monitored, evaluated and reported on following the school’s self-evaluation process.
- Evaluation summary to be included in the Annual Governors Report to Parents.

Improving the delivery of information

1. **Context**

- Differentiated worksheets linked to differentiated planning.
- Care plans drawn up with appropriate outside agencies.
- Dedicated teaching assistants with appropriate/planned CPD.
- Sloping work surface to aid writing.
- Dedicated timetabling for outside agencies to meet the needs of specific pupils.
- Handwriting lessons, 8.30 am start.
- Laptop provided, partially provided by SEN.
- Sensitive approach to aspects of curriculum relating to food stuffs e.g. diagnosed allergies, vegetarians and religious observance.
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2. **Overall Aim**

To ensure that pupils with disabilities have access to information normally provided by the school.

3. **Strategic Objectives**

To increase the capacity of the school and staff to be able to provide information in a range of formats suitable for pupils with disabilities; the school will:

- Include in the Teaching & Learning Policy reference to making written information accessible;
- Nominate a key person to link with LA services, which will provide advice and practical support;
- Obtain support from LA or voluntary services.

4. **Development Plan**

See School Improvement Plan – DDA Section.

5. **Monitoring and Evaluation**

- The implementation of the plan will be monitored on a regular basis.
- Access to information within the school will be monitored through the general school improvement strategies.
- Use of central teams and resources will be monitored as part of the school self-review process.
- Evaluation judgements will be outlined in the Governors annual report to parents.

Review: Bi-annually

Reviewed: February 2021

C.Moore

