



new wave
education



High

Aspirations



High Standards

High Achievement

Woodberry Down
Accessibility
Policy

20

16

1. Introduction

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 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”.

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

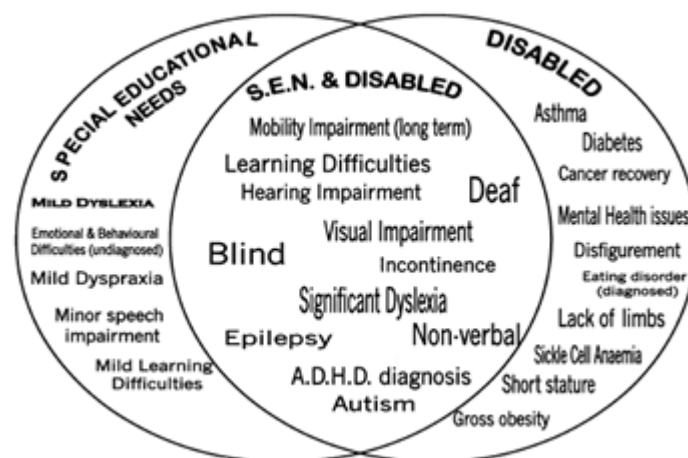
2.1 Aims

- 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 short term and long term targets to accessibility.
- 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 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.

2.2 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 that person’s 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 Tourette’s syndrome.
- 2.2.3 It is important that staff are 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 school THLT/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/THLT 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 Inclusion Leader to be responsible for provision mapping for pupils with SEN /disability. Training to be provided through The Hackney Learning Trust Central training programme.
- 2.3.9 Resources will be allocated for printing of materials from the curriculum area budgets.
- 2.3.10 The Hackney Learning Trust staff to deliver training programmes on autistic spectrum disorder with SENCO.

Monitoring and Evaluation

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

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

Strategy and Implementation

- Provide ramp access to the KS1 & KS2 playgrounds from central stairwell
- Provide lift access from ground floor to first floor
- Provide stair lift access on main stairwell in case of fire in lift
- Ensure accessibility is considered in all future purchase decisions of equipment.
- Improve access to the front entrance reception area of school – tarmac needs leveling. A ramp up to Sheila's desk and the inner office?? Do not think that it is wide enough and will meet guidelines better off having a ramp access from the door that is near the stationary cupboard as the corridor is wide enough for a wheelchair and access the inner office and Sheila this way instead.
- Improve signage and external access for visually impaired people.
- Paint a disabled person's parking bay with access to the reception.
- Review any inadequate lighting in all areas.
- Ensure that an independent disabled toilet is installed – size needs to allow for a wheelchair user and two adults with associated hoist and handles for leverage.
- Ensure all fire routes are suitable for all with no clutter in hallways and heavy doors having low level handles for easy access
- 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 before and after school and lunch time activities.
- Ensure staff have taken disability equality training.

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.

Areas to be investigated and implemented

Action	Success Criteria	Lead person	Timescale see key below	Review
Ramp/path access from Key Stage 1 to Key Stage 2 playground from central stairwell	Access improved for all disabled users	Alia Choudhry Les Bland	3	Yearly or if circumstances change – included in new build renovations 2015/16 or EFA funding
Provide lift access from ground floor to first floor	Access improved for all disabled users	Alia Choudhry Les Bland	3	Yearly or if circumstances change - included in new build renovations 2015/16 or EFA funding
Provide chair access from at least one stairwell in case of fire in lift	Access improved for all disabled users			Yearly or if circumstances change or EFA funding
Improve ramp access to the front entrance reception area of the school	Access improved for all disabled users	Alia Choudhry Les Bland	2	Yearly or if circumstances change
Provide a disabled parking bay	Access improved for disabled vehicle users	Alia Choudhry Les Bland	2	Yearly or if circumstances change
Add bright yellow edge markings to steps on internal and external staircases for the visually impaired	Clear demarcation of steps around building	Alia Choudhry Les Bland	1	Yearly or if circumstances change
Ensure an independent disabled toilet is installed	Access to toilet facilities improved	Alia Choudhry Les Bland	3	Yearly or if circumstances change - included in new build renovations 2015/16 or EFA funding
Improve external lighting and signage	Access improved for all disabled users	Alia Choudhry Les Bland	3	Yearly - possible EFA funding

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

Staff Training to be organised

<i>Action</i>	<i>Success Criteria</i>	<i>Lead person</i>	<i>Timescale</i>	<i>Review</i>
Allergy Training	All staff aware of allergies for pupils/staff	Inclusion Lead and Head of School	Next INSET day	Annually
Accessibility Training	All staff area aware of inclusion for disabled users	Inclusion Lead and Head of School	Next INSET day	Annually

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