

STONEHOUSE PARK INFANT SCHOOL



Stonehouse Park
Infant School

Accessibility Plan

Stonehouse Park Infant School strives to ensure that the culture and ethos of the school are such that whatever the abilities and needs of the members of the whole school, everyone is equally valued and treats one another with respect. Pupils will be provided with the opportunity to experience, understand and value diversity.

The actions that arise from this policy/plan will:

- make a difference to the lives of all learners
- improve access to every educational opportunity
- help all children and young people to develop good personal and social skills and make the best possible academic progress.
- remove the inequalities of achievement experienced by children, who because of their experiences, environment or physical disabilities are vulnerable to or are at risk of marginalisation, exclusion and/or underachievement.

This plan has been formulated by the governors, staff, parent representatives and where appropriate, children from the school. It relates directly to both DfES and LEA guidance in line with the governors statutory responsibilities to ensure equality of opportunity. The responsibility for the Access Plan lies with the governing body and the Headteacher. The Headteacher and deputy Headteacher are responsible for the day to day management of the Plan.

Contextual Information

Disability and Discrimination Act 1995 (amended 2001)

The Special Education Needs and Disability Act 2001 (SENDA) aims to improve the opportunities for children with SEN and ensure educational inclusion and equality of opportunities. It amended the DDA Act 1995, which already placed a statutory responsibility on schools and LEA's. The amended Act makes it unlawful for schools and LEA's to treat pupils and prospective pupils with disabilities less favourably in the provision of education and associated services.

Definition of '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" The DDA definition therefore covers physical disabilities, sensory impairment, such as those affecting sight or hearing, learning disabilities, behaviour problems and some medical conditions including HIV/Aids, asthma.

Some pupils with disabilities have special educational needs as well but not all.

Stonehouse Park Infant School do NOT...

Treat pupils with disabilities less favourably; and put pupils with disabilities at a substantial disadvantage.

At Stonehouse Park Infant School we DO ...

Aim to include all pupils, including those with disabilities, in the full life of the School. Our strategies to do this include:

- having high expectations of all pupils
- making adjustments so that all pupils are able to participate in the full curriculum including sport, music, drama etc.
- planning out of school activities including all school trips and excursions so that pupils with disabilities can participate.
- Working with the LEA to apply the agreed admissions policy and criteria which does not discriminate against pupils with disabilities or treat anyone unfairly.
- Devising teaching strategies that remove barriers to learning and participation for pupils with disabilities.
- Planning the physical environment of the school to cater for the needs of pupils with disabilities.
- Raising awareness of disability with all teaching and non teaching personnel through training and development.
- By providing written information for pupils and parents with disabilities in a form most appropriate to meet their needs
- By using language which does not offend and by raising awareness about the importance of terminology and comments etc.

- To promote a positive image of disability through literature, assemblies and discussion.

This plan, therefore aims to cover all the main strands of the planning duty thus ensuring pupils with disabilities have access to the same educational opportunities as all children attending the School.

The Core elements are:

1. Improving the physical environment of the School for the purpose of increasing the extent to which disable pupils are able to take advantage of education and associated services.

The physical environment includes things such as steps, handrails, kerbs, exterior surfaces, building entrances, exits, doors lighting, ventilation, floor coverings, furniture, washing facilities, lifts and signs etc.

Physical aids to access education cover things such as ICT equipment, enlarged computer keyboards/screens, switches, specialist desks and chairs, portable aids for children with motor coordination and poor hand/eye skills, such as specialist/adapted P.E resources and pens/pencils etc.

The School recognise that specialist equipment or extra assistance will be made through the SEN framework in conjunction with the LEA and external agencies. It is schools responsibility to ensure that the appropriate advice and guidance is sought to meet a specific need in line with the SEN Code Of Practice. The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is, that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population of the school. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEN but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

2. Increase the extent to which pupils with a disability participates in the School curriculum.

This strand of the planning duty is to improve access to a full, broad and balanced curriculum. At Stonehouse Park Infant School we aim to provide accessibility to teaching and learning through school, classroom/playroom organisation and support, especially deployment of staff, timetabling, curriculum options, staff information and training etc. We aim to make adjustments to progressively improve access to the curriculum for pupils with a specific need and/or disability. Our accessibility plan supports the necessary changes to respond to the particular needs of individual pupils etc.

3. Improving the delivery of information to pupils and parents with disabilities

This area covers planning to make information normally provided by the school in writing to its pupils or parents - such as handouts, textbooks, information about school events etc. available to pupils and parents who are disabled. This includes using alternative formats such as Braille, audio tapes, large print, speaking or sign language etc. This will also take account of cultural diversity and preferred formats.

4. To ensure a whole School approach as part of the Inclusion of improvement initiative

This element is fundamental in terms of a collective responsibility to ensure positive images and approaches to everything we do or say regarding pupils and parents with a disability.

Actions to ensure equality for pupils with disabilities

1. The Headteacher and governors have undertaken a disability audit using guidance provided by Glos. LEA and the 'Disability Rights Commission's Guide to Schools Part 4'
2. As a result of the audit the school and Children's Centre have produced an Accessibility Plan 2003/06 involving governors, staff, parent reps and children.
3. All staff are aware of the agreed targets and received training in the context of the Plan.
4. The school will monitor the success of the Plan.
5. The school will inform parents of the Plan and report on how the targets have been met in their Annual Report to Parents.

Monitoring

Stonehouse Park Infant School recognises that monitoring is essential to ensure that pupils with disabilities are not disadvantaged and provides support for future actions.

The school will monitor:

- Admissions
- Attainment
- Attendance
- Exclusions
- Selection and recruitment of staff
- Governing Body representatives
- Extra Curricular activities
- SEN register
- Parents attending consultation meetings

*Areas including teaching and learning styles/ability groups etc are monitored as part of the Headteacher's termly observations.

Other related policies

It is important to recognise that the DDA and Accessibility Plan is seen (and applied) to other policies within the school to ensure that equality for pupils with a disability is included as an explicit aim.

These policies include:

Teaching and Learning Policy

Race and Equal Opportunities Policy

Behaviour Policy

Admissions Policy/criteria (LEA acts on behalf of the school as the Admissions Authority)

School Improvement Plan

Educational Visits Policy

SEN Policy

Exclusions

PSHCE Policy

Health and Safety Policy

School Local Offer