



Accessibility Policy Potley Hill Primary School

1. Introduction

This policy is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 (added and amended 2005), as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in “Accessible School: Planning to increase access to school for disabled pupils”, issued by DfE in July 2002.

The Equality Act 2010 replicated this duty with some additional considerations which are noted throughout this plan. This refers to DfE guidance written in May 2014: The Equality Act 2010 and Schools.

2. Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA): “A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse affect on his or her ability to carry out normal day to day activities”.

3. Key Objective

To reduce and eliminate barriers to the curriculum and to enable full participation in the school community for current and prospective pupils with a disability, and for disabled staff, governors and parents

4. Principles

- Compliance with the DDA is consistent with the school’s aims and equal opportunities policy, and the operation of the school’s SEN policy.
- The school recognises its duty under the DDA (as amended by the SENDA):
 - o Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
 - o Not to treat disabled pupils less favourably;
 - o To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
 - o To publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002) and the Equality Act 2010

- The school recognises and values parents’ knowledge of their child’s disability and its effect on his or her ability to carry out normal activities, and respects the parents’ and child’s right to confidentiality.
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum;
 - o Setting suitable challenges;
 - o Responding to pupils’ needs and overcoming potential barriers for individuals and groups of pupils

5. Activity

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objectives (above).

(a) Educated and related activities

The school will

- continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.
- ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils
- ensure classrooms are optimally organised for disabled pupils
- lessons provide opportunities for all pupils to achieve and are responsive to pupil diversity
- lessons involve work to be done by individuals, pairs, groups and the whole class
- all pupils are encouraged to take part in music, drama and physical activities
- staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading
- staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work
- staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education
- provide access to computer technology appropriate for students with disabilities
- school visits, including overseas visits, are made accessible to all pupils irrespective of attainment or impairment
- there are high expectations of all pupils
- staff seek to remove all barriers to learning and participation

(See checklist provided on page 29 DFE Guidance “Accessible Schools: Planning to increase access to schools for disabled pupils”).

(b) Physical environment

The school will

- take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.
- allow access for all pupils in the following areas - academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library, and outdoor sporting facilities and playgrounds
- allow pupils who use wheelchairs to move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs and toilet facilities.
- Ensure pathways of travel around the school site and parking arrangements are safe; routes are logical and well signed
- Ensure emergency and evacuation systems are set up to inform ALL pupils, including pupils with SEN and disabilities.
- Ensure non-visual guides are used to assist people to use buildings
- Ensure visual signing is clear to all pupils with disabilities
- All areas are well lit
- Ensure steps taken to reduce background noise for hearing impaired pupils
- Ensure furniture and equipment is selected, adjusted and located appropriately

(See checklist on page 30 of DFE Guidance)

(c) Provision of information

- The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.
- Provide, on request, information in a simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information
- Ensure information is presented to groups in a way which is user friendly for people with disabilities
- ensure that staff are familiar with technology and practices developed to assist people with disabilities

(See checklist on page 30 of DFE Guidance)

APPENDIX

6. Linked Policies

This plan will contribute to the review and revision of related school policies such as:

- School Improvement Plan

- SEN & Inclusion Policy
- Equalities Policy
- Curriculum Policies

Accessible School: Planning to increase access to school for disabled pupils - http://www.teachernet.gov.uk/_doc/2220/Access_Guide_.doc

Disability Discrimination Act (DDA) 1995 - http://www.opsi.gov.uk/acts/acts1995/ukpga_19950050_en_1

Disability Discrimination Act 2005 (additions and amendments to 1995 Act) http://www.opsi.gov.uk/acts/acts2005/ukpga_20050013_en_1

SEN and Disability Act (SENDA) 2001 - http://www.opsi.gov.uk/acts/acts2001/ukpga_20010010_en_1

DRC Code of Practice 2002 - <http://www.opsi.gov.uk/si/si2002/20022216.htm>

National Curriculum 2014 - <https://www.gov.uk/government/collections/national-curriculum>

The Equality Act 2010 - <https://www.gov.uk/equality-act-2010-guidance>

Date of Review : May 2023

Next Review : May 2026