



## The Federation of Lower Halstow School and Newington CEP School

### Accessibility Statement

2013

Approved by Strategy	Review Date
May 2013	<u>May 2016</u>

## **Accessibility Plan** **(Disability Discrimination)**

This plan is drawn up in accordance with the planning duty in the Disability Discrimination act 1995 (DDA) as amended by the Special Educational Needs and Disability Act 2001. The act places a duty on the responsible bodies of all school Governing Bodies to plan to increase the accessibility of their individual schools for disabled pupils and prospective pupils.

### **Definition of Disability**

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.

### **Key Objective**

To reduce and eliminate barriers of access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

### **Principles.**

The Federation recognises its duty under the DDA

- Not to discriminate against pupils in their admissions and exclusions, and provision of education and associated services.
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan.

The Federation recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The Federation 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 framework which underpin the development of a more inclusive curriculum by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individual and groups of pupils.

**The following points outline how The Federation currently achieves the key objectives.**

### **Curriculum**

Differentiated work/and assessment criteria

Learning Support Assistant support – as identified by statements/IEPs.

Teacher assessment in place of testing/disapplication from SATs if appropriate.

Support/liaison with outside agencies

Teacher and Learning Support Assistant training as identified  
AENCO training

Regular parental involvement and reviews

Children involved in own targets and success criteria

### **Resources**

Age and ability appropriate curriculum resources according to identified need eg. Scissors/pencils.

Books/information to be used in PHSE/Circle Time in order to reflect a positive image of disability.

Assembly/Collective worship resources

### **Support**

Learning Support Assistants as required.

Class teacher

AENCO

Peer support – Mentors/PALS/ACES

Parent/School partnership – regular review meetings

Circle of friends/Behaviour Management Support Services.

Use of external agencies, e.g: Cognition and Learning, Psychology service.

INSET training – needs driven

## **Physical Environment**

The Federation will take account of the needs of pupils and other users 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.

### **The following points outline how The Federation currently achieves the key objectives.**

External disabled parking spaces

School buildings mostly on one level with all classes having access to outdoors. Staff Room at Newington upstairs in school, however, there is ground floor access to the PPA room downstairs.

All areas have carpet.

All fire exits are clearly marked and signed.

No blocked corridors/exits.

Disabled toilet facilities on ground floor in main school.

## **Linked policies**

This plan will contribute to the review and revision of related Federation policies including:

Special Educational Needs

Equal Opportunities

Personnel/Recruitment policies

Risk Assessments for off-site visits

School Development Plan.

## **Appendix:**

Accessibility plan.

Accessibility Plan 2013 – 2016				
PRIORITY- To ensure that all areas of the school are accessible to both Disabled and other people				
ACTIONS	IMPACT	RESOURCE IMPLICATIONS	RESPONSIBLE PERSON	TIMESCALE
Ensure that staff members with a disability are supported and school makes reasonable adjustments to allow them to work effectively	Staff referred to Occupational Health. Adjustments made in Light of Outcomes. Staff Well being improved through adjustments i.e. Counselling, Stress Management, Compassionate Leave	Time to attend Occupational Health/Counselling/Compassionate Leave. Adjustments when required Cover Absence	HT	Ongoing
Identify parents with disabilities so that we can better serve their needs	Review admission forms/agents identified and provision made.			Ongoing
Ensure that	Pupils explain	SENCO Management time Practical aids to improving	HT	Termly reviews

pupils with a disability are given appropriate levels of support. School Council asked to report back.	difficulties and help is given to overcome them.	access i.e. Replacement taps, Procedures for supporting Disabled pupils		by SENCO ongoing.
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