



SEAFORD PRIMARY SCHOOL

Accessibility Policy

(Reviewed July 2021 – Please read with Accessibility Plan)

1. Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

*Not to treat disabled pupils less favourably for a reason related to their disability;
To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
To plan to increase access to education for disabled pupils.*

In addition, under the DDA, the school also has a legal responsibility not to discriminate against any job applicant or employee because of their disability and to make “reasonable adjustment” to working conditions or the workplace to overcome the practical effects of a disability.

2. Objective

Our accessibility policy has the following key objectives:

*Increase the extent to which disabled pupils can participate in the school curriculum;
Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
Improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled;
Ensure that current employees (and potential future employees) are not discriminated against because of their disability;*

The Head Teacher and Inclusion Manager will be responsible for the implementation of the School Accessibility Policy.

3. Individual Assessment

At the beginning of each school year, the school will conduct an audit of its employees and pupils in order to:

*Identify employees and pupils with disabilities;
Determine the scope of these disabilities and in particular areas where the employee or pupil is disadvantaged within the school because of these disabilities.*

In addition to the audit, the school will also review the activities of disabled children as part of the provision mapping process in order to understand:

Areas of curriculum to which disabled pupils may have limited or no access at the moment;

The participation of disabled children in off-site activities;

The physical environment of the school in particular identifying and parts of the school to which disabled pupils may have limited or no access at the moment;

The ways in which information is currently provided for disabled pupils.

4. Physical Assessment of Premises

The school will be assessed on an annual basis to identify any parts of the school to which disabled pupils may have limited or no access. The school may be assessed between this time if admitting any pupil or staff member with a disability.

5. Action Plan

As a result of the individual and physical assessments outlined in paragraphs 3 and 4 of this policy, the school will produce and maintain an action plan with the specific objective of improving access to all aspects of the school's facilities for disabled pupils and employees.

The priority of proposed changes are broken down into:

Priority 1 – Short Term Plan (These actions meet the needs of disabled pupils or employees already at the school)

Priority 2 – Medium Term Plan

Priority 3 – Long Term Plan

The expected timing for completion of proposed work in many cases, will require significant capital expenditure. The plan will therefore have to be drafted in cooperation with the school's resources who will have responsibility for financing the work.

The Action Plan will be considered by the Governing Body annually but reviewed every three years.

6. Ensuring the future of the Accessibility Plan

The plan should become less of an independent strategy and more of a thread running through all the school's plans and policies including:

- Plans related to capital works and premises management

- Curriculum

- Information technology and support services

- Staff training and associated services

- Become an integral part of the school development plan

Consideration will be given to:

- Preparation for entry into the school
- The curriculum-teaching and learning and supplementary activities
- Classroom organisation
- Timetabling and grouping of pupils
- Homework
- Access to school facilities
- School sports
- School policies
- Breaks and lunchtimes – including the serving of meals
- Interaction with peers
- Assessment and examination arrangements
- School discipline and sanctions
- Exclusion procedures
- School trips, clubs and activities
- Arrangements for working with outside agencies
- Preparation of pupils for the next phase of education – transfer to secondary school or alternative educational establishment.

Audit of existing achievements and provisions

1. Curriculum

- Data/Information obtained on future pupils to facilitate advanced planning (includes pupils entering foundation stage and those transferring from other schools)
- Provision map procedures in place for the identification and support of pupils with SEN
- Detailed information given to relevant staff (health care plans, advice/information from external agencies)
- Regular home/school liaison, now enhanced via Class Dojo
- Differentiated curriculum to enable all pupils to feel secure and make progress
- Teaching assistants/Individual needs assistants trained in a variety of needs and deployed appropriately (Dyslexia, Speech and Language, Autism Spectrum Condition, Sensory Processing difficulties, physical needs)
- Special considerations for pupils taking part in tests e.g. adult readers provided for maths
- Strong links with outside support agencies
- Nurture Classroom provision
- Strong links with local pre-schools/nurseries, schools and Seaford Head Community College for which a transition service for vulnerable children has been developed and is in place
- Consideration of children's preferred learning styles and learning needs

2. Physical Environment

- Lifts in place providing access to all floors

Wheelchair access to all of the building, if required
All corridors painted in light colours to provide good contrast for signs/labels
Reception area accessible for all visitors with spacious waiting area
Designated parking spaces in the car park
Accessible car parking spaces
Ramp onto the field for wheelchair users

3. Information

Information provided verbally to pupils and parents when necessary
Pathways for sharing information have increased
The school makes use of the English as an Additional Language (EAL) service who are able to provide access to information, including interpreters, for families who have English as an additional language

Review date: July 2022