

# **Toll Bar Primary School**

## **Accessibility Policy**

### **Rationale**

This policy is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 which requires all schools to plan to increase, over time, accessibility to schools for disabled pupils. It draws on the guidance set out in Accessible Schools: Planning to increase access to schools for disabled pupils, issued by DFES in July 2002 and the Disability Equality Duty.

### **Definition of Disability**

Pupils falling within the definition of 'disabled' will have a wide range of needs and requirements including: mobility impairment, sensory impairment, learning disabilities, mental health conditions, medical conditions. This school does not automatically consider pupils with a disability to have special educational needs.

The school draws upon the Special Educational Needs Code of Practice for its definition of disability.

For the purpose of the DDA schools are required to consider the needs of pupils in relation to physical adaptations, curriculum access and auxiliary aids and services.

### **Aims and Objectives**

The key objective of Toll Bar Primary School is to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils, visitors and staff.

Toll Bar Primary School aims to:

- Include all pupils, including those with disabilities, in the full life of the school.
- Ensure all staff can access their working environment.
- Ensure all visitors have easy access to the buildings and information.
- To treat all pupils equally.

### **Policy into Practice**

The school has strategies in place to enable us to include all pupils, staff and visitors. These include:

- Every 3 years the school carries out an accessibility audit in order to identify any barriers to learning that may exist. We do this by seeking advice from support agencies, children and staff. As a result of this audit we formulate an Access Plan which identifies short, medium and long term targets. This plan is then forwarded to the LA.
- Setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly.
- Ensuring that the selection and recruitment of staff process does not disadvantage any candidate with a disability.

- Regular discussions at staff meetings to identify barriers to learning at school, subject and class levels.
- Setting suitable targets and learning challenges for all pupils.
- Assessing and responding to pupils' diverse needs.
- Staff training to make the curriculum accessible to all pupils.
- Seeking advice from specialist advisors such as the educational psychologist.
- Having high expectations of all pupils
- Planning out of school activities which enable all pupils to participate.
- Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities.
- Identifying differentiation on planning.
- Effective use of Learning Support Assistants.
- Obtaining resources and equipment which allow children to access the curriculum and participate.
- Looking at the physical environment of the school and how it can be adapted / improved to meet the needs of a child/visitor. (see audits).
- Raising awareness of disability among staff and providing staff training as necessary.
- Providing information to pupils in a format they can access, for example large print, simplifying language and, where necessary, working with support services for more specialized formats.
- Providing information for parents and visitors in a format they can access.
- Using language that does not offend.
- Examining resources to ensure that there are positive images of disabled people.

Also see the Disability Equality Scheme and Access Plan.

### Monitoring

Toll Bar Primary School recognizes that monitoring all pupils' attainment, progress and attendance is important. In doing this we ensure that no child is being disadvantaged.

It is the responsibility of our governing body to monitor the effectiveness of the Accessibility policy. The governing body does this by:

- Monitoring the progress of pupils of disabled pupils and comparing it to the progress made by other pupils in the school;
- Monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- Requiring the Headteacher to report to governors on an annual basis on the effectiveness of this policy;
- Taking into serious consideration any complaints regarding accessibility issues from parents, staff or pupils;
- Monitoring the school behaviour and exclusions policy, so pupils with disabilities are not unfairly treated.

Reviewed : January 2013

Signed :

Next Review : January 2015

Date: