

West Monmouth School

Ysgol Gorllewin Mynwy



SCHOOL ACCESSIBILITY PLAN

Introduction

The improved access to education and educational achievement for disabled children and young people is an important element of government policy aimed at ensuring equality of opportunity and full participation in society and in the community.

New duties introduced by the SEN and Disability Act 2001 (SENDA) build on inclusive practice by outlawing discrimination against both current and prospective children and young people in their access to education and associated services.

Disabled children and young people should have the same opportunities as non-disabled children and young people in their access to all aspects of education.

The school's Accessibility Plan is designed to increase and improved access to the school, to the curriculum and to school information. The plan will inform the school's policies, philosophy and practice of access for ALL pupils whatever their need.

At West Monmouth School we consider ourselves an 'Inclusive' school. Our mission statement, Aims, policies, practices and procedures clearly reflect this. All pupils are equal of value and all are encouraged and supported to reach their full potential.

Our Accessibility plan will aim to support further development of our inclusion agenda and to help us ensure:

- An inclusive ethos
- A broad and balanced curriculum for all pupils
- Systems/Procedures for early identification of barriers to learning and participation
- High expectations and suitable targets for all pupils

The SEN Framework

The purpose of the SEN Framework is to meet the special educational needs of individual children and young people who need provision that is additional to or different from what is normally available in main stream school. Some of these children and young people will also be disabled.

Disability Discrimination Duties

Schools have had statutory responsibilities under the disability Discrimination Act (DDA) since 1996. Parts II and III, of the DDA, and the original part IV have applied to schools, in stages 1996. These duties affect schools in the employment of staff and the provision of non-educational services to the public, including services to the public, including services to parents. The SEN and Disabilities Act (2001) amended part IV of the DDA by introducing new duties on schools in relation to current and prospective disabled children and young people.

Since September 2002, it has been unlawful for schools to discriminate against disabled children and young people in their arrangements for admissions and exclusions and for the provision of education and associated services (this includes the curriculum, extended curriculum activities, break and lunch time, school sports etc).

There are three main duties:

- Not to treat disabled pupils less favourably than other pupils
- Take reasonable steps/make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage
- To prepare an accessibility plan for increasing, over time, the accessibility of schools for disabled pupils.

It should be noted that these duties are all 'anticipatory' which means that school needs to consider requirements of current and future disabled children and young people within their forward planning duties. The duty not to discriminate covers all aspects of school life, including extra – curricular activities, educational visits and school trips. The duty to make reasonable adjustment refers to the full range of policies, practices and procedures within the school. In deciding whether an action is 'reasonable', the school will take into account the practicalities, the need to maintain academic standards, available resources, the health and safety of the disabled children/ young people and others, and the interests of others.

3. Definitions of Disability

Children and young people falling within the definition of 'disability' will have a wide range of needs and requirements, including restricted mobility, visual or hearing impairment, learning difficulties, Attention Deficit and Hyperactivity Disorder, Mental degenerative conditions such as cystic fibrosis. Children and young people with a disability should not automatically be considered to have a special educational need.

The children Act 1989 state that a child is disabled if 'he is blind, deaf or dumb or suffers from a mental disorder of any kind, or is substantially and permanently handicapped by illness, injury, congenital deformity or such other disability as may be prescribed.'

The Disability Discrimination Act 1995 states that 'a person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse affect on his or her ability to carry out normal day to day activities.'

Under part IV of the DDA 1995 (as amended by the Special Education Need and Disability Act 2001), schools are required to plan to increase, progressively, the accessibility of schools to disabled pupils (the planning duty).

Improving the accessibility of schools is about increasing access in the widest sense to ensure that teaching and learning is accessible to all pupils and to proved equality of opportunity for all At West Monmouth School we actively support the inclusion agenda. This is clearly demonstrated in our school mission statement, Aims and in our culture/ethos, policies and practices within our school.

It is our belief that our Accessibility Plan will help us to continue to build on our already existing good practice proving the best opportunities and learning experience that we can for ALL our pupils.

The Accessibility Plan embraces three strands (as set out in section 28D of the SEN and Disability Act 2001):

- Increasing/**Improving** the extent to which disabled pupils can participate in the school **curriculum** and in activities such as after school clubs, leisure and sporting events and school trips.
- **Improving** access to the **physical environment** of the school;
- **Improving** the delivery to disabled pupils **information** which is provided to non-disabled pupils in written form.

The Plan aims to enable the school to improve access for disabled pupils in a planned and strategic way and in so doing will enable pupils to develop to their full potential in accordance with the principles set out in the learning country.

In short, the Accessibility Plan will directly promote inclusive education in our school.

In planning for the needs of disabled pupils and prospective pupils, the school will also improve access for disabled staff, parents and members of the public. This will obviously help the school fulfil its legal responsibilities under part II and III of the DDA which have applied to schools, in stages, since 1996.

1. Improving Access to the Curriculum

The school is responsible for providing a broad balance curriculum for all pupils and for planning to increase access to the curriculum for disabled pupils. It is essential therefore that as a school we identify all pupils and known prospective pupils who face barriers to learning and full participation.

The curriculum covers not only teaching and learning but also the wider curriculum of the school such as participation in after school clubs, leisure, sporting and cultural, activities and school visits.

Planning for improved access to the curriculum includes: consideration of the school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. This is facilitated by the school securing appropriate training for governors, teaching and non-teaching staff, encouraging the sharing of good practice and utilising the LA support services to full effect, e.g. on teaching techniques and strategies, classroom management and curriculum materials. The LA can also provide support for curriculum development, direct teaching or practical support for teachers, part time specialist help or access to learning support assistants, educational psychologists and specialist teachers.

2. Improving Access to the Physical Environment

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education.

The physical environment includes all areas of the school – Buildings, Car parks, Paving areas, entrances, toilets, lighting, room décor, furniture etc. Improvements to physical access includes ramps, handrails, lifts, Widened doorways, adapted toilets and washing facilities, etc.

Physical aids to access education include: ICT equipment, desks, chairs, writing equipment, etc. Examples of improvement include enlarged computer screens and keyboards, concept keyboards, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for pupils with motor co-ordination and poor hand/eye skills.

Improving the access to the physical environment of the school requires close liaison with the LA. Whilst the LA is responsible for all capital works undertaken in the school, the school itself is responsible for minor work such as re-decoration of classrooms, lighting upgrade, blinds, furniture, ICT equipment, signage and so on.

3. Improving the delivery of the information to disabled pupils

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as hand-outs, timetables, books, information about school events – available to disabled pupils.

This School Accessibility plan describes how, over the next five years, the school intends to:

- Improve access to the curriculum;
- Improve access to the physical environment of the school;
- Improve access to written information provide by the school.

3.1. Improving Access to the Curriculum

Overall target

To provide good quality learning through good quality teaching and learning and support to promote suitable learning challenges for all needs.

To raise awareness of disability and accessibility issues and develop the staffs' ability to meet the needs of their disabled pupils within the national curriculum framework.

The school will:

- Seek professional advice and INSET on issues relating to the delivery of an accessible curriculum;
- Include details of good practice in the school's SEN policy;
- Link with the specialist advisory services that can offer advice and support to the school;
- Take account of decisions made by the SEN and Disability Tribunal on issues of access to the curriculum and discrimination;
- Consider proving reasonable alternative methods to ensure success;
- Promote an inclusive ethos to learning needs;
- Review differentiation with a focus on teaching and learning styles to ensure that the different learning needs of pupils are catered for;

- Ensure that school policies/procedures on out of hours activities, trips and visits ensure quality of opportunity for all pupils;
- Review and monitor after school provision and support offered to pupils;
- Review all school policies including behaviour and ensure that they are inclusive to the needs of all pupils and that all are aware of their contents;
- Work closely with the LEA on admissions and exclusions;
- Link closely with cluster schools and other educational institutions to work together to develop and share good practice.

3.2 Improving Access to the Physical Environment of the School

Overall Target

That, over a period of time, the accessibility of the physical environment of the school will be considered, in partnership with the LA to ensure that accessibility is not a barrier preventing children and young people from attending our school.

The school will:

- Ensure that any new building work planned takes account of the needs of children and young people with disabilities and, where appropriate, staff and other members of the school community and other site users;
- Ensure an access audit has been completed and advice received
- Investigate the provision of specialist aids/equipment, as and when required, to meet the needs of individuals and to make staff aware of these;
- Acquire training and advice to governors, teaching and non- teaching staff within the school;
- Maintain up to date information about the number of children and young people with disabilities in the school and to be aware of the number of potential pupils with disabilities;
- Anticipate the type of problems that could arise;
- Consider overcoming a physical problem by removing it, altering it or avoiding it;
- Improve physical aids including equipment that assists access to education;
- Work collaboratively with other agencies to support and promote access and inclusion.

3.3 Improving Access to Written information provided by the school

Overall Target

To increase awareness within the school of accessible information for children and young people with disabilities through the provision of appropriate advice, guidance and resource facilities.

The school will:

- Ensure that all young people and children are treated equally;
- Continually review school practices, policies and procedures;
- Review the range of centrally provided services and other resources
- Liaise with statutory and voluntary agencies which may be able to assist in the provision of information in alternative formats;
- Review all existing and new policies and documentation made publicly available to ensure that they meet the requirements of SENDA;
- Ensure that all staff are aware of the requirements of SENDA;
- Seek opportunities to seek advice from parents and associated support groups;
- Review Annual Report to parents/carers and the school prospectus;
- Ensure that good practice is shared across the school.

WEST MONMOUTH SCHOOL ACCESS PLAN 2016-18

IMPROVING THE PHYSICAL ENVIRONMENT

		Target	Strategies	Outcome	Time-Frame	Goal Achieved
A	Short Term					
B						
C	Medium Term					
D						
E	Long Term					

INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM.

		Target	Strategies	Outcome	Time-Frame	Goal Achieved
A	Short Term					
B	Medium Term					
C	Long Term					

IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS

		Target	Strategies	Outcome	Time-Frame	Goal Achieved
A	Short Term					
B	Medium Term					
C	Long Term					