

Townley School and Pre-School



Accessibility Plan

Introduction

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Townley School and Pre-School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

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 effect on his or her ability to carry out normal day to day activities".

Key Objective

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

Principles

1. Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy
2. The school recognises its duty under the DDA (as amended by the SENDA):
 - not to discriminate against disabled 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
3. In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002)
4. The school 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
5. 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
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils

Activity

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

a) Education & 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. (See checklist provided on page 29 DfES 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. (See checklist on page 30 of DfES Guidance.)

c) Provision of information - The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. These are available from the Headteacher. (See checklist on page 30 of DfES Guidance.)

Linked Policies

This Plan will contribute to the review and revision of related school policies.

The audit forms part of the Single Equality policy, which sets out the school's approach to promoting community cohesion, equality and diversity.

Townley School and Pre-School



Accessibility Action Plan 2019-20

| Targets | Strategies | Outcomes | Timescales | Achieved |
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| EQUALITY & INCLUSION | | | | |
| To ensure that the accessibility plan becomes an annual item at FGB meetings. | Clerk to governors to add to list for FGB Meetings. | Adherence to legislation. | Annually | |
| To improve staff and Governor awareness of disability issues. | Review staff training needs. Provide training for members of the school community (including Governors) as appropriate. | Whole of school community aware of issues. Governors are aware of their duties. | On-going | |
| To ensure that all policies consider the implications of disability access. | Consider during review of policies. | Policies reflect current legislation. | On-going | |
| To ensure that when disabled pupils are to be admitted that there is a review of the school accommodation and that educational and other provision is arranged accordingly. | Reviews with parents, child, outside agencies, governors etc as necessary. | Pupils to be able to access educational opportunities. | As necessary/ongoing | |
| PHYSICAL ENVIRONMENT | | | | |
| The school and pre-school is a single floor school on one level and is accessible to wheelchair users. Other adjustments may need to be made to ensure that the accommodation is accessible to meet individual needs | The school will ensure that it makes appropriate adjustments to the building as necessary. The school will call on outside agencies and other professionals in the review process. | Modifications will be made to the school building to ensure that it is accessible as necessary. | As necessary/ongoing | |
| CURRICULUM & ASSESSMENT | | | | |
| To ensure that the curriculum provision meets the needs of all pupils including children with a range of SEND. | Staff trained with access to updates, resources and information to be inclusive in school and ensure that individual needs are met. | Staff feel well supported professionally and are able to support children to access the curriculum | On-going | |
| To ensure that SEND need is identified and | SEND Co will have a access to specialist | Staff will be able to use diagnostic and | On-going | |

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| provision made. | e.g. Educational Psychologist and Specialist Teaching Team to help in the diagnostic assessment of SEND as well as ongoing formative assessments | other assessments tools to meet provision for SEND | | |
| To provide specialist equipment to promote participation in learning by all pupils. | Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc. | Children will develop independent learning skills | Reviewed termly by CT and SENDCo | |
| To meet the needs of individuals during statutory tests e.g. Phonics, KS1 and KS2 tests. | Children will be assessed in accordance with expected procedures but additional time, use of equipment, location etc. will be applied for as needed. | Barriers to learning will be reduced or removed, enabling children to achieve their full potential. | Annually | |
| WRITTEN/OTHER INFORMATION | | | | |
| To ensure that all parents and other members of the school community can access information. | Written information will be provided in alternative formats as necessary. | Written information will be provided in alternative formats as necessary. | As needed | |