



# Esterside Academy Accessibility

## Policy Statement

<b>Document History</b>	
<b>(Updated)</b>	October 2016
<b>By:</b>	HT / Governing Body
<b>Version:</b>	1
<b>Review Date</b>	Autumn 2019
<b>APPROVED BY GOVERNING BODY:</b>	Autumn 2016

## **Introduction**

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. The Act includes the requirement for schools and Local Authorities to carry out accessibility planning for disabled pupils and we believe that this accessibility policy is compliant with current legislation.

Easterside's accessibility policy statement is aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment to enable disabled pupils to take advantage of education and school facilities and services
- Improving the availability of accessible information to disabled pupils
- Ensuring disabled children or families are not at substantial disadvantage

We recognise that this accessibility policy statement must be adequately resourced, implemented and reviewed every 3 years. Our action plan showing how the school will address any issues which may occur.

**Definition of Disability** The definition of disability under the law is a wide one.

A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities. This definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. It also includes people with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus and medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included. If a person has been disabled in the past (for example, cancer recoverer's and people with a history of mental illness) they are covered by the legislation for the rest of their life.

## **Vision and Values**

At Easterside Academy we believe that:

All children have the right to be happy, creative and successful school which enhances life chances of its pupils and which is an integral part of life of the local community.

- All children are valued and respected; and we support them to have high aspirations for their future.
- Inclusion is the process of taking necessary steps to ensure that every child is given equality of opportunity to develop socially, to learn and to enjoy community life.

We are committed to providing an environment that enables full curriculum access; and that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive steps with regard to disability and to developing a culture of inclusion, support and awareness within the school.

This policy sets out the proposals of the Governing Body to offer full access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act:

- Participation in the curriculum
- Physical access to facilities
- Services and availability of information

**The Purpose:** of the school's statement is to reduce and eliminate barriers to access the curriculum and to achieving full participation in the school community for all pupils and adult users with a disability. Information gathering, In order to formulate this policy, we take account of:

- The school's population of children and adults
- The school's plans and priorities
- The future intake (advanced information from pre-school settings and the LA)
- Audit of the school's strengths and weaknesses in working with disabled pupils, including attendance and exclusion data, access to areas of the curriculum, participation in after school clubs and school visits, access to parts of the school.
- Staff awareness of Equalities Legislation
- Staff knowledge and skills of needs of disabled pupils
- School policies and practices e.g: related to the administration of medicines, anti-bullying policy, school visits and teaching and learning.
- The physical environment of the school
- The curriculum
- How information is provided for disabled pupils
- Outcomes for disabled pupils including end of key stage results and achievements in extracurricular activities
- The views and aspirations of disabled pupils and their families
- The views and aspirations of other disabled people or voluntary organisations

**The Main Priorities** within this plan are still to incorporate the five outcomes in 'Every Child Matters' underlining the Trust's commitment to equal access and opportunities for all children.

Effective target setting and thorough monitoring of progress is in place for all children and high expectations are maintained for all, regardless of attainment or ability.

The academy promotes positive attitudes towards disabilities through assemblies and the PHSCE and SEAL curriculum.

We ensure that all children with identified disabilities access the curriculum providing special provision to remove any barriers to learning.

We also provide a specialist resource base for up to 12 KS1 children with complex needs, integrated within the Academy.

All of these children require specific support. Where appropriate all these children spend as much time as possible in the mainstream school environment. All staff are provided with any specialist training that is required.

The academies staff work in close consultation with outside agencies such as the Speech and Language Department and the School Health team to ensure that the school provides the correct and appropriate provision for each pupil with a disability.

The academy also provides in house support from an experienced Pupil Well Being team along with Teaching Assistants who provide a facility for the care of children with social, behavioural or emotional difficulties by providing a caring family environment.

All New staff to receive full induction included within the induction is a input of Inclusion and Equality

## **Physical Environment:**

- Each playground is accessible for wheelchairs
- Ramps allow wheelchair access from playgrounds into KS2, KS1 and the halls
- Accessible toilets in three locations across school
  - Shower rooms with provision for nappy changing in two locations within school
- Small group areas - for quiet times in locations within school
- Small group break out rooms or 1:1 working goes on across school
- Corridor lighting operated by motion detective devices to support visual and physical impairment
- Corridor floor colouring supports those with visual impairment with different colours to indicated changes in levels
- Mobile hearing loop available to use in school available whenever required.
- Accessible parking bays next to ramped entrance at main reception.
- Dual height buzzer on main reception
- Clear signage which is pictorial along with clear large print wording.
- Decoration colours around school walls and door frames clear definition of change of colour
- Variable height seating, some with support arms some without are available in main reception and the inner reception to support with any difficulties visitors may have when visiting.

The school will take account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. Other facilities / provision, including access to information through:

- Can do ethos and positive approach.
- Open door policy
- Health care plans
- PEEPs for children or visitors as required
- Lunchtime clubs – Study support variety of clubs after school to offer a wide variety of provision
- Many staff are Epipen or diabetes trained
- Teaching staff experienced and trained to support children with ASC/D.
- Annual training for teacher and LSA to personalise learning for each child
- Staff training by SENCo, includes training for trainee teachers and support staff
- Parent/Pupil support advisors on site as part of the Pupil Well Being Team
- Letters available at request in large print.
- PPSA and SEN HNB team work together to support pupils and parents with any needs whether Physical emotional or practical.
- Parents open mornings where parents of all children with or without disabilities come together to experience the curriculum which their children are studying.
- Autistic spectrum condition/disorder supported within school specific members of staff have specialised training.
  - Audit of environment internal and external.
- Disability survey analysed in line with this policy and any actions required are put into place.
- Parent Pack distributed to all parents/carers, admin staff trained to enquire as to if the parent or children require any specific support with anything, including support to complete the pack.

**Provision of information to pupils with a disability** – this is currently provided by review meetings, parents evenings and meetings with external agencies as required. Information from external agencies will be discussed and they are encouraged to attend meetings with parents.

The school has an open door policy and parents may contact the school at any time if they feel they need advice or additional information. Prospective parents of pupils with an EHCP and pupils identified as having a special educational need are invited to a transition meeting to discuss their child's particular needs prior to the pupil starting at school. These pupils may be visited in the pre-school setting and/or the home by school staff. It is our aim to ensure that the transition of pupils with a disability to different schools including secondary schools is respected and planned for.

To ensure the future of the accessibility policy should become less of an independent strategy and more of a thread running through the school's plans and policies.

This policy statement should be read in conjunction with the following policies:

- SEN and Inclusion
  - Equality Policy
  - Teaching and Learning Policy
  - Health and Safety Policy
  - Behaviour and Anti-bullying Policies
  - School Brochure
  - Vision, aims and values
  - School Improvement Plan
  - Staff Development Policy
- LGBT Policy