

Accessibility Policy

Introduction

THIS DOCUMENT IS a statement of the aims, principles and strategies used for dealing with accessibility at Bushy Hill Junior School.

- **THIS POLICY WAS REVIEWED** in Summer 2014
- **THIS POLICY WILL BE REVIEWED** in Summer 2017

Purpose

In compliance with the SEN and Disability Act 2001 and the 2010 Equality Act Bushy Hill School will ensure that disabled visitors are not disadvantaged for any reason relating to their disability.

Definition

In this policy the term 'disability' refers to physical, medical or psychological conditions which may potentially disadvantage the pupil in terms of their education, their ability to participate fully in school activities, or during emergency situations.

Overview

Bushy Hill School is committed to ensuring that all visitors are able to participate fully in the curriculum, enjoy all school activities and make use of school facilities.

Relationship to other policies

- Behaviour
- Anti-Bullying
- Health and Safety
- Administration of medicine
- Curriculum policies
- Nutritional standards

Roles and responsibilities

The Headteacher will ensure that:

- Staff are aware of the special needs of their designated pupils
- Where necessary staff are given access to suitable training
- All areas of the curriculum are accessible (and differentiated where necessary) to all pupils regardless of the nature of their disability
- Recommendations of any modifications needed to accommodate areas of disability are given to the Governing Body

- The specific nature of disabilities within the existing and future pupil intake are reported to the Governing Body
- Any problems experienced by pupils, members of staff or visitors in areas of accessibility are reported to the Governing Body

Staff will ensure that:

- They understand the nature and limitations of the disabilities of their designated pupils
- They accommodate known areas of disability in their lesson planning
- They request training where they feel that their knowledge is inadequate to deal with the disabilities of pupils in their care.

Governors are responsible for:

- Ensuring that the building facilities are accessible to all pupils, staff and visitors regardless of their disability.
- Reviewing the curricular policies to ensure that they are compliant with the requirements of the disabilities of the existing and future pupil intake.
- Monitoring the effectiveness and suitability of the facilities for individuals with disabilities
- Acting on recommendations that report a serious deficit in the ability to provide accessibility to all.

Arrangements for Monitoring and Evaluation:

- The Governing Body will receive termly reports from the head regarding compliance to the accessibility policy.
- Feedback will be sought on a regular basis from all pupils, parents, staff and visitors for whom accessibility is or could be an issue.
- Governors will complete an annual checklist (see attached) to monitor the ability of the school to provide accessibility to all.
- Governors will ensure that an Accessibility Plan is in place and reviewed on a 3 year basis, or sooner if required.

Accessibility Plan

An Accessibility Plan will be established and regularly reviewed by the Governing Body on a 3 year basis, or sooner if required. This will have involvement from all stakeholders (using information collected using the Accessibility Checklists included in this policy) and consider key actions or steps taken by the school to:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to disabled pupils

Accessibility Checklist

This list should help you identify barriers to access that exist in schools.
The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

Section1: How does your school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?		
Are your classrooms optimally organised for disabled pupils?		
Do lessons provide opportunities for all pupils to achieve?		
Are lessons responsive to pupil diversity?		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?		
Are all pupils encouraged to take part in music, drama and physical activities?		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some form of exercise in physical education?		
Do you provide access to computer technology appropriate for students with disabilities?		
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?		
Are there high expectations of all pupils?		
Do staff seek to remove all barriers to learning and participation?		

Section 2: Is your school designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, hall, library, gymnasium and outdoor sporting facilities and playgrounds – allow access for all pupils?		
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs and toilet facilities?		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability?		
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		
Are areas to which pupils should have access well lit?		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room’s acoustics, noisy equipment?		
Is furniture and equipment selected, adjusted and located appropriately?		

Section 3: How does your school deliver materials in other formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?		
Do you have the facilities such as ICT to produce written information in different formats?		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		