



Park Grove Primary Academy Accessibility Policy

Introduction

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 (SENDA). 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.

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

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- 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.

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);

1. 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;
2. 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 framework, 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

Starting point

The purpose and direction of the school's plan: Core Values:

In conjunction with staff, governors, parents and children, we have created our Vision, Mission and Core Values. We always seek to live by our Core Values and the children are taught the importance of these values in all lessons. The Core Values at Park Grove are: **Inspiration, Inclusion, Excellence, Fun, Creativity and Individuality.**

Information from pupil data

The school currently makes adaptations for pupils with EHC plans to enable them to access the school and / or curriculum.

Adaptations made may be concerned with physical coordination, communication (verbal), hearing, speech and perception of risk or danger. This includes adaptations to the curriculum as some pupils have underlying conditions which impact on learning.

The main priorities in the school's plan

Increasing the extent to which disabled pupils can participate in the school curriculum

Our current provision enables disabled pupils to achieve full participation in the school curriculum and life. This provision will be continued and when new pupils are admitted to the school every possibility will be explored to ensure they are fully included.

This support may be delivered through the use of Teaching Assistants. The school would need to make an audit of need and provision in order to make the best possible use of this expertise. Teaching assistants would need to be well trained and supported to meet the varying needs of different pupils.

Outside agencies would be consulted for support, advice and any training needs identified.

The current early identification of needs will need to continue in order to maintain this level of inclusiveness. At the present time we try to work with prospective parents so that any provision is ready at the school prior to the pupil's admission



date. Where this is not possible the school will make every effort to make provision as soon as possible.

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

As an Inclusive Primary school we would provide information for pupils in a variety of formats as appropriate.

If at any time we became aware of the need for written information to be produced for any other audience, we undertake that we would enlist the support of outside agencies who could assist us.

The school has set the following priorities for providing information for disabled pupils:

- To continually monitor the success of our communications written or otherwise
- To provide amended/altered information available as and when needed.

Provisions in place

- There is signed disabled parking available
- The outer doors of the main entrance are manual opening which can be difficult for wheelchair users to pull open, a doorbell is fitted to the right hand frame that rings in the office to call for assistance
- There is a disabled toilet available on the ground floor
- We have a passenger lift situated in the Tweenies room.
- An emergency evacuation chair is located on the first floor on the central pillar near classes 6 and 7. Staff have been trained in the correct use and evacuation procedure to aid persons to leave the building in an emergency situation (at which time the lift must not be used)
- We amend this policy to adapt to individual needs as they arise

Monitoring and Review

MONITORING

This Policy will be reviewed regularly by the Pupil Support Team

LINKED POLICIES

- SEND policy
- Supporting children with medical needs
- Safeguarding

Person Responsible for Implementation and Monitoring: Headteacher: Jo Sawyer

DATE: Updated May 2021

NEXT REVIEW: May 2023