

## HOPEWELL SCHOOL

### Accessibility Policy

#### Introduction

This policy reflects the values and philosophy of Hopewell School in relation to Accessibility. It sets out a framework within which teaching and non-teaching staff can operate effectively to support our pupils. This policy has been drawn up in accordance with the Disability Discrimination Act, as amended by the SEN and Disability Act (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by the DCSF.

#### 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

- 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 recognizes 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

In performing their duties, governors and staff will have regard to the DRC Code of Practice.

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 pupils right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils.

The school will continue to be directed by legislation as well as following Governmental guidance to ensure equality of access for all our pupils.

The school will take account of the needs of pupils and visitors with physical 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, services and fittings.

Policy Reviewed on: 30th March 2017

Policy Reviewed by: Susan Mayo

Ratified by Governors: *Date to be confirmed*



**HOPEWELL SCHOOL****Accessibility Plan****Accessibility Plan – Identifying Barriers to Access**

<b>Organisational</b>	Completed	In Progress	Under discussion	Not yet addressed
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?				
Preparation for entry into school.				
Grouping of pupils.				
Homework policy and practice.				
School discipline and sanctions.				
Exclusion procedures.				
School clubs and activities.				
School trips.				
The school's arrangements for working with other agencies.				

<b>Attitudinal</b>	Completed	In Progress	Under discussion	Not yet addressed
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?				
Do staff recognize and allow for the mental effort expended by some disabled pupils, for example using lip reading?				
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?				
Are there high expectations of all pupils?				
Do staff seek to remove all barriers to learning and participation?				
Access to the curriculum.				
School policies e.g. anti-bullying, SEN policies, health & safety.				
Interaction with peers.				

<b>Physical access</b>	Completed	In Progress	Under discussion	Not yet addressed
Are your classrooms optimally organized for disabled pupils?				
Does the size and layout of areas – including all academic, sporting, play, social/dining facilities, classrooms, outdoor areas – 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, 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 disabilities; including alarms with both visual and auditory components?				
Are non – visual guides used, to assist people to use buildings including lifts with tactile buttons?				
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 and noisy equipment?				
Is furniture and equipment selected, adjusted and located appropriately?				
Access to school facilities.				
Activities to support the curriculum e.g. drama group visiting school.				
School sports.				

Breaks and lunch times.				
The serving of school meals.				

<b>Curriculum Access</b>	Completed	In Progress	Under discussion	Not yet addressed
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 provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?				
Do you provide access to computer technology appropriate for students with disabilities?				
Teaching and Learning.				
Classroom organization.				
Timetabling.				
Assessment and exam arrangements.				
Preparation of pupils for the next phase of education.				

<b>Information Access</b>	Completed	In Progress	Under discussion	Not yet addressed
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?				
School announcements.				
Access to information.				

	<b>Key recommendations</b>
<b>Physical Access</b>	
<b>Curriculum Access</b>	
<b>Information Access</b>	

Policy Reviewed on: 30th March 2017

Policy Reviewed by: Susan Mayo

Ratified by Governors: *Date to be confirmed*