

# AYCLIFFE DRIVE PRIMARY SCHOOL



## ACCESSIBILITY POLICY

Updated May 2017  
To be reviewed 2019

### Finance and Premises Committee

**Staff Responsible**

Mrs RMH Green  
Mrs P Gent

Headteacher  
Health & Safety Governor

## **Aycliffe Drive Accessibility Policy**

### **1 Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- to not treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

In addition under the DDA, the School also has a legal responsibility not to discriminate against any job applicant or employee because of their disability and to make 'reasonable adjustment' to working conditions or the workplace to overcome the practical effects of a disability.

### **2 Objective**

Aycliffe Drive's accessibility policy has the following key objectives:

- increase the extent to which disabled pupils can participate in the school curriculum;
- improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
- ensure that current employees (and potential future employees) are not discriminated against because of their disability.

An Assistant Head Teacher will be responsible for the implementation of the School Accessibility Policy

### **3 Individual Assessment**

At the beginning of each school year, the Aycliffe Drive School will conduct an audit of its employees and pupils in order to:

- identify employees and pupils with disabilities.
- determine the scope of these disabilities and in particular areas where the employee or pupil is disadvantaged within the School because of these disabilities.

For each employee or pupil identified with a disability, the School will conduct an individual assessment to determine what reasonable actions can be taken in order to improve the individual's participation in the school's activities.

In addition to the individual review, the School will also review the activities of disabled children as a group in order to understand:

- the profile of disabled pupils coming into the school and of those who may not have been admitted to the school up until now;
- patterns of attendance and exclusion;
- areas of the curriculum to which disabled pupils may have limited or no access at the moment;
- the participation of disabled pupils in off-site activities;
- the physical environment of the School in particular identifying any parts of the School to which disabled pupils may have limited or no access at the moment;
- the ways in which information is currently provided for disabled pupils.

Outcomes for disabled pupils, including:

- a detailed analysis of outcome data: exams, accredited learning and end of Key Stage outcomes;
- detailed information showing how well disabled pupils are accessing the curriculum, for example: lesson observations in different curriculum areas;
- achievements in extra-curricular activities.

#### **4 Physical Assessment of Premises**

Each term one of the Health and Safety Inspections will be to include an assessment of the availability of the school's premises to pupils and employees with disabilities. This assessment will identify any parts of the School to which disabled pupils may have limited or no access and photographs will be taken in order to future plan.

#### **5 Action Plan**

As a result of the individual and physical assessments outlined in paragraphs 3 and 4 of this plan, the School will produce and maintain an action plan with the specific objective of improving access to all aspects of the school's facilities for disabled pupils and employees.

The plan will be set out in the format shown in Appendices 1 and 2 of the Accessibility Policy and will indicate:

- the area where the activities of disabled pupils or employees are restricted;
- the suggested change to the school's premises to rectify the situation;
- the expected cost of the proposed work to be undertaken.
- The priority of proposed changes broken down into:

- Priority 1 Immediate Requirements

Actions required to meet the needs of disabled pupils or employees already at the school

- Priority 2 – Long Term Requirements

Other actions required meet the needs of disabled pupils or employees, but in areas where the needs of pupils or employees already at the school are not directly impacted. The expected timing for completion of the proposed work

In many cases, the proposed changes will require significant capital expenditure. The plan will therefore have to be drafted according to the resources available.

The plan will be developed in cooperation with:

- the views and aspirations of disabled pupils and employees;
- the views and aspirations of the parents/carers of disabled pupils;
- the views and aspirations of other disabled people or voluntary organisations which have an interest in the school.

This plan will be reviewed on a two yearly basis.

**Appendix 1**

**Aycliffe Drive Disability Action Plan**

<b>Area where disabled pupils and/or employees are restricted</b>	<b>Proposed action to remedy the situation</b>	<b>Likely cost</b>	<b>Priority</b>	<b>Target date for completion</b>