



DE LACY
PONTEFRACT

Accessibility Policy and Accessibility

Plan De Lacy Primary School

School Governance Committee Approval Date	20 September 2017
Implementation Date	1 September 2017
Planned Review Date	January 2019
Web Access	Internet
Owner:	Head of School

Accessibility policy and Accessibility Plan

De Lacy Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

The purpose of the Plan

The purpose of this plan is to show how De Lacy intends, over time, to increase the accessibility of our school for disabled pupils. Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation. The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.

The Plan must be reviewed every three years and approved by the Governing Body.

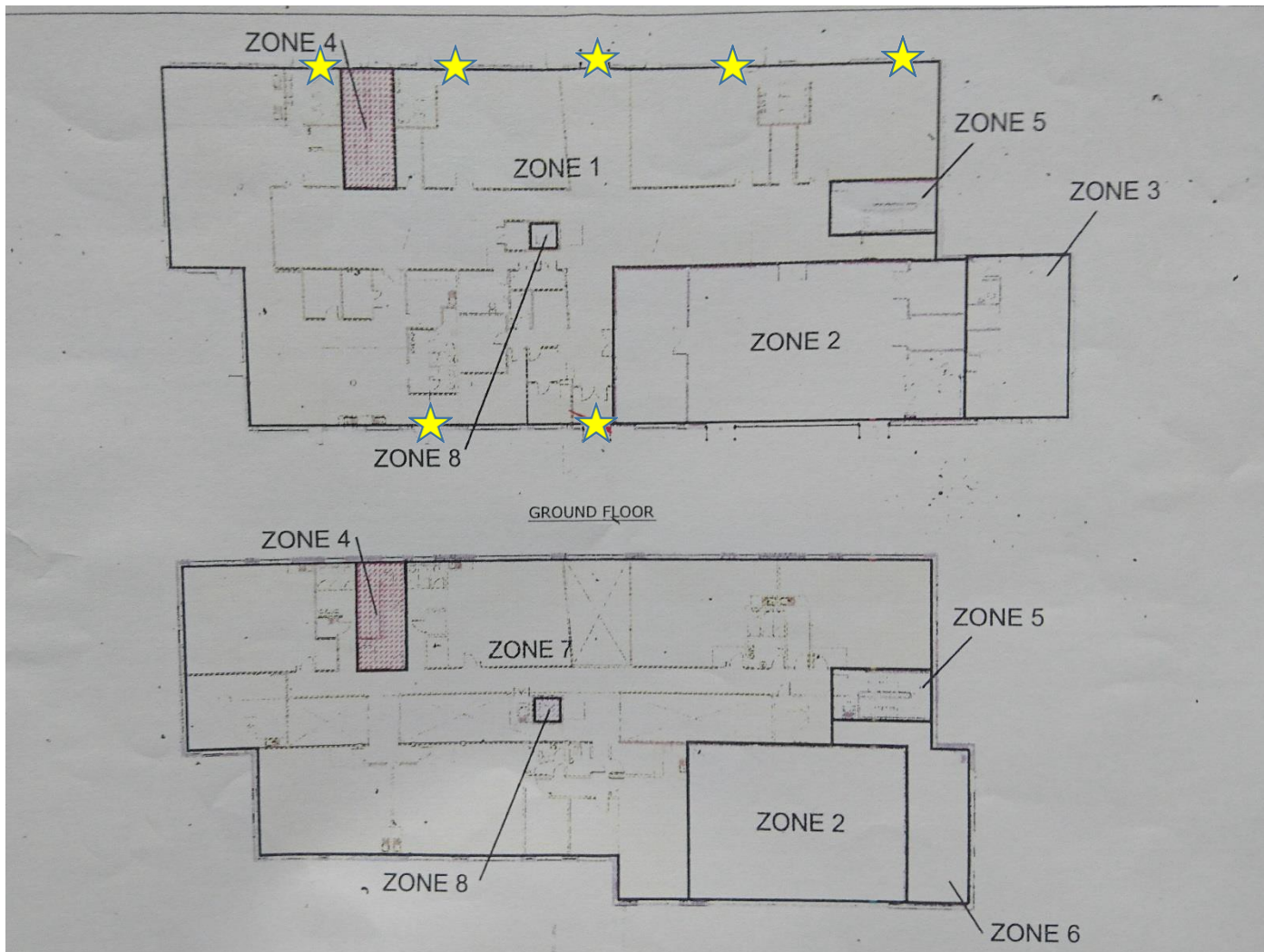
Definition of Disability

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

What will the Accessibility plan do?

- 1- De Lacy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 2- The De Lacy Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.
- 3- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the able-bodied pupils. This encompasses teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
 - Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
 - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- 4- Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.
- 5- This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Behaviour Policy,
 - Health & Safety Policy,
 - SEND Policy
 - School Development Plan
- 6- The Accessibility Plan will be published on the school website.
- 7- The Accessibility Plan will be monitored through Governing Body committees and reported to the Full Governing Body
- 8- The school will work in partnership with the Pontefract Academies Trust in developing and implementing this Accessibility Plan.

A plan of the school buildings showing areas of accessibility is shown below



A IMPROVING PHYSICAL ACCESS

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
1	Corridor	Keep corridors clear from obstructions.	Immediate	High	None	Ongoing		
2	Stairs	Keep completely clear of combustible objects	Immediate	High	None	Ongoing		
3	Disabled parking	Spaces already provided in the car park – ensure they are not being misused		Medium	None	Ongoing		

B IMPROVING CURRICULUM ACCESS

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	Summer Term 2018	High	SLT release costs			
2	Interventions	Inclusion lead/SENCO to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups	Summer Term 2018	High	Resourcing costs of identified areas to develop			
3	Classrooms are organised to promote the participation and independence of all pupils	Inclusion lead/SENCO to carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class.	Summer Term 2018	High	Possible resource implications where gaps are identified			
4	Staff training in the production, implementation and review of Provision maps and monitoring systems.	Inclusion lead/SENCO for Inclusion to deliver staff training to teaching staff.	Ongoing	High	Not applicable	September 2018		
5	Staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN, SPLD, ASD, Dyspraxia	Inclusion lead/SENCO to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary	Spring Term 2018	High	CPD for AH and SpTA External specialist costs			

C IMPROVING WRITTEN COMMUNICATION

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing		Not applicable			
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language as and when the need arises.	Ongoing		Not applicable			