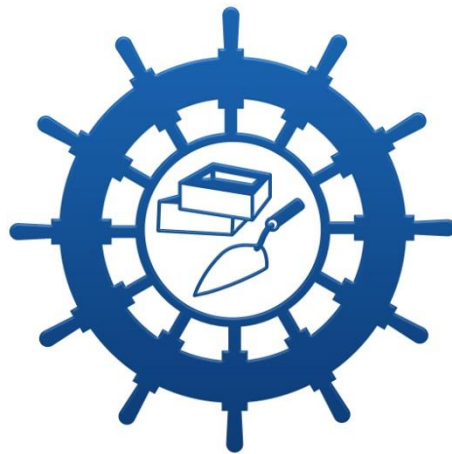


VICTORIA DOCK PRIMARY SCHOOL

ACCESSIBILITY POLICY



Working together for your children

Date Written: Spring 2019

To Be Reviewed: Spring 2021

INTRODUCTION

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010 (EA). School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

The Accessibility Plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all pupils with a disability can take full advantage of the education and associated opportunities provided by Victoria Dock Primary School.

DEFINITION (EQUALITY ACT 2010)

“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.” Physical or mental impairment includes sensory impairments and also hidden impairments. ‘Substantial’ means more than minor or trivial. ‘Long-term’ means has lasted or is likely to last more than 12 months.

The EA 2010 definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes, or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long term.

A significant number of pupils are therefore included in the definition.

NORMAL DAY-TO-DAY ACTIVITY

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility;
- Manual dexterity;
- Physical co-ordination;
- Continence;
- Ability to lift, carry or otherwise move everyday objects;
- Speech, hearing or eyesight;
- Memory or ability to concentrate, learn or understand;
- Perception of risk of physical danger.

The accessibility Plan will be reported upon annually at a Full Meeting of the School Governing Body in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date. This plan reflects new statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support the school's Equality Objectives (included in the Single Equalities Scheme 2012—2015), and will similarly be published on the school website. We are committed to providing an environment that enables full access to the curriculum, facilities and information— 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 reinforcing our culture of inclusion, support and awareness within the school.

The Victoria Dock Primary School Accessibility Plan shows how access is to be improved for pupils with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to enable all stakeholders to access: the curriculum, the physical environment, and information.

CURRICULUM

Increase access to the curriculum for pupils with a disability, ensuring that pupils with a disability are as equally prepared for life as our pupils who do not have a disability; this covers 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.

Process for identify barriers

- Monitoring of class teaching, learning support and impact on progress.
- IEP reviews (SENCO).
- Feedback and input from parents and external agencies.
- Governor visits.

Summary of progress to date

In future, progress will be monitored annually with reference to the Disability Equality Scheme and Accessibility Action Plan 2013.

Objectives for improvement

- Audit stakeholders to create a register of people with a disability as defined by the Equalities Act 2010.
- Monitor the performance of all groups of pupils including those with disabilities to ensure that they make appropriate progress.
- Monitor the attendance of all groups of pupils including those with disabilities.
- Identify which pupils do not attend extra-curricular clubs and ensure that the needs and interests of these pupils are met.

- Ensure the needs and views of pupils with disabilities are represented on the school council.
- Develop pupil understanding of issues faced by those with disabilities.
- Ensure disability/accessibility access plan is reviewed annually.
- Liaise with SENCO to audit staff training and provision of auxiliary aids.

PHYSICAL ACCESS

Improve 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.

Process for identifying barriers

- Monitoring of site accessibility by Facilities & Business Manager.
- Annual reviews (SENCO).
- Feedback input from parents and external agencies.
- Governor visits.

Objectives for improvement

- To review the site annually using the Equality Act 2010 framework.
- To address any concerns arising from the annual site inspection.
- To provide training for staff in relation to school specific needs.

COMMUNICATION (including written information)

Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, visual timetables, [school website](#) textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.

Process for identifying barriers

- Feedback and input from staff, parents and external agencies.
- Governor visits.
- SENCO.

Objectives for improvement

To ensure that there is effective communication with all parents and that those with disabilities have appropriate access to information.

- Ensure effective communication of plans, policies and procedures.
- Revise all policies to ensure that account is taken of disability issues.