QUEEN'S DRIVE INFANT SCHOOL

Access Policy

February 2011

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1. **Introduction**

This policy was reviewed in Spring 2011 by the Premises Committee, and should be read in conjunction with the Disability and Discrimination and Equal Opportunities Policies.

2. **Aims**

The Access policy has been written to ensure consideration is given to the implications for the school following the Disability Discrimination Act 1995 (DDS) and the Special Educational Needs and Disability Act 2001 (SENDA).

These acts make it unlawful to discriminate against disabled pupils and prospective pupils.

3. **Disabled Persons**

A disabled person is someone who has a physical or mental impairment, which has an effect on his or her ability to carry out normal day to day activities. The effect must be:

- Substantial
- and long term
- and be adverse

4. **The Access Plan**

a. The Governors of the school will ensure compliance with the Acts by devising and following an Access plan, which will identify the ways in which the school plans to increase access for disabled pupils.

Access is defined broadly and includes physical access to buildings, access to the curriculum and the provision of information for pupils in a range of formats.

b. The school will plan to make any additional changes necessary to ensure accessibility as the need arises.

c. Pupils with physical disabilities attending the school would normally be expected to have the help of an attached Learning Support Assistant in situations that require movement in and around the school e.g. collecting lunchtime tray and carrying to table, evacuating premises in the event of an emergency

Elizabeth Deans

Curriculum:	Yes	Some	No
The appropriate use of ICT will be used to support students with disabilities and provide alternative formats for presenting information			
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?			
Are your classrooms optimally organised for disabled pupils?			
Do lessons provide opportunities for all pupils to achieve?			
Do lessons involve work to be done by individuals, pairs, groups and the whole class? Are lessons responsive to pupil diversity?			
Are all pupils encouraged to take part in music, drama and physical activities?			
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example lip reading?			
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?			
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?			
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment of impairment?			
Are there high expectations for all pupils?			
Do staff seek to remove all barriers to learning and participation?			

Physical Surroundings:			
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow for pupils access?			
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 and showers?			
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 the written word:			
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 print?			
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?			