

Accessibility/Disability Policy

Definitions:

The Disability Discrimination Act 2005 (DDA) uses a broad 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.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. This also covers certain medical conditions when they have a long term and substantial effect on pupil's everyday lives.

Accessibility enables children to have access to a broad and balanced curriculum, a school environment and all information given and available in school.

Aims:

1. Increasing the extent to which disabled pupils can participate in the school curriculum
2. Improving the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services
3. Improving the delivery of written information which is provided to pupils who are disabled i.e. partially sighted

Provision:

Accessibility not only covers teaching and learning but the wider curriculum of the school such as participation in after school clubs, sporting, cultural or school visits. Clarendon must aim to remove any barriers, which may have been created. Clarendon is responsible for providing a broad and balanced curriculum for all pupils and has a key role in planning to increase access to the curriculum for disabled pupils. We provide additional provision to enable pupils with learning difficulties to access the curriculum through the SEN framework and this will cover many disabled children. In focusing on this we should consider the needs of all disabled and prospective pupils and use a variety of approaches when planning and delivering the curriculum to draw on the different strengths and aptitudes of pupils. We include using flexible grouping arrangements including ones where pupils with disabilities can work with their peers, and encouraging peer support by, for example, setting up buddying or mentoring arrangements.

Improving the physical Environment:

Clarendon ensures that improvements to the physical environment of the school and physical aids to access education are considered with each individual pupil. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, floor coverings, signs, interior surfaces, room décor and furniture. Improvements to physical access might include - ramps, handrails, widened doorways, adapted toilets and washing facilities, adjustable lighting, blinds.

Physical aids to access education might include ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

Improved access to the physical environment can be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, designated storage space or by reallocating rooms.

Advice:

Advice will be sought from specific outside agencies depending upon the disability of the child/adult and the accessibility requirements. The agencies may include: Physical and Sensory Support Service, Occupational Therapy, Physiotherapy etc

Improving the delivery of information to disabled pupils/adults:

Clarendon would ensure that all written information normally provided by the school would be presented in an acceptable fashion to its pupils. The information should take account of pupils' disabilities, pupils' and parents' preferred formats. The information might include handouts, timetables, and information about school events. Clarendon will attempt to provide the information in alternative formats (such as large print, audio tape, braille, a recognised symbol system) by using ICT, or by providing the information orally, through lip speaking.

Monitoring, Reviewing and Evaluation of the Policy:

Clarendon will monitor the implementation of the policy/plan by regular consultation, physical check on school premises and use of the check list below.

1. How does Clarendon deliver the curriculum?

Question	Yes	No
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?	✓	
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 recognise 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?	✓	
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 or impairment?	✓	
Are there high expectations of all pupils?	✓	
Do staff seek to remove all barriers to learning and participation?	✓	

2. Is the school designed to meet the needs of all pupils?

Question	Yes	No
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 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 and showers?	N/A	
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 disability; including alarms with both visual and auditory components?	✓	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	Need more visual signage	
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, noisy equipment?	✓	

Is furniture and equipment selected, adjusted and located appropriately?	✓	
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3. How does your school deliver materials in other formats?

Question	Yes	No
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?	✓	

Clarendon will ensure that this policy will be made available and will publish the information about accessibility plans in our governor's annual report to parents.

The Policy will be monitored twice a year by the SENCO and feedback to the GB via the SEN report and to the staff and pupils in staff meetings and via the School council. The policy is referred to each time a child with a disability or medical need is admitted to our school.

Date: November 2007

Renewal Date: November 2009