

Introduction

This Access Policy statement is based on a belief in equality and inclusiveness for all and confirms that everyone should have equal access to facilities and services regardless of disability, age, gender or race. With this in mind Howard Park School puts accessibility for all at the heart of the planning and design process. The school is committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

At Howard Park we aim to:-

4. provide a broad and balanced curriculum that includes the National Curriculum programmes of study, the national frameworks for literacy and Numeracy and the Foundation Stage Curriculum and is inclusive and accessible to all pupils.
7. provide an environment in which children learn to interact with adults and peers in a positive manner respecting and valuing each others' culture, gender and ability.
6. provide a structured and secure environment where expectations are high and clearly understood throughout school.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) and the Equality Act 2010: The Act defines disability as when a person has a „physical or mental impairment which has a substantial and long term adverse effect on that person"s ability to carry out normal day to day activities. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months. Princes Primary School also considers other legislation in all decision making processes e.g. the SEND Act 2014, the Education Act 2011 (with particular reference to the Education Act 2011 Equalities Impact Assessment) and this Policy will be updated when new legislation is passed to account for any further duties / requirements of the School.

Key Objectives

The school recognises that many of its students, visitors and staff, whether disabled or otherwise, have individual needs when using school facilities. We recognise that for all pupils, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of the ongoing commitment to the delivery of an inclusive educational service, we will endeavour to ensure that all our pupils receive as high a standard of education as their counterparts in mainstream schools. In order to ensure that the educational services it provides effectively meet the needs of disabled students the school will:

- Inform all staff of this access policy so that the provision of educational services ensures the inclusion of all of our pupils. Such communications will address the legal obligation of staff, and the school.
- Make all prospective employees aware of the disabilities of the pupils in the school. Any applicant for a new position will be made aware of their role in delivering the curriculum, and maintaining the health and safety of the pupils at all times.
- Provide appropriate training for staff which will explain the school access policy and ensure the effective implementation and monitoring of it.
- Encourage all visitors to school including suppliers and contractors, to adopt similar policies towards disabled students. Consult with disabled pupils, parents, staff and disability organisations.
- Regularly review whether its education (and other) services are both accessible and effective, and take appropriate action.
- Ensure that the Schools complaints procedure covers the Accessibility Policy.
- Ensure that information about the Accessibility Plan is published on the School's website.
- Ensure that the terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

Access to the curriculum

Howard Park offers a broad and balanced curriculum for all pupils and provides additional support/provision to enable all pupils with learning difficulties to access the curriculum and aid their educational development. The teaching environment / facilities include

- Teachers and teaching assistants who have the necessary training to teach and support disabled pupils through INSET days, individual courses and joint training days with other school is the local pyramid.
- Using this training and advice we can make sure that classrooms are optimally organised for our disabled pupils.
- Individual targets are set to allow all pupils to achieve to the best of their ability in all lessons. We endeavour to make sure that all school visits, including residential, are made accessible to all pupils irrespective of attainment or impairment.
- There are high expectations of all pupils.
- Staff constantly seek to remove all barriers to learning and participation. Lessons are planned to provide opportunities for all pupils to achieve and are responsive to pupil diversity through support and differentiated activities.
- Lessons vary and many involve work done by individuals, pairs, groups and the whole class.
- All pupils are encouraged to take part in drama, music and physical activities.
- Staff recognise and allow for the additional time required by some disabled pupils to use equipment and practical work. They are also aware and make allowances for the mental effort expended by some disabled pupils.

- With the help of outside agencies the school is able to plan for disabled pupils having access to computer technology appropriate to their ability.

Physical Access

Howard Park has now opened in a new purpose built school which is fully DDA compliant allowing good physical access to all areas.

When any physical access issues occur extra support through SEN funding is provided, e.g. lunchtime supervision, part-time, full-time support. (see Action Plan).

Access to written information

- Through close consultation with our outreach teacher for the visually impaired we provide written information for our visually impaired pupils by providing large print documents – this is an area where we hope to expand our resources.
- Consideration is made for visually and hearing-impaired children when information is presented to groups to ensure children are in a suitable position.
- Advice is sought for written information in different formats.
- When necessary staff receive training in the use of specialist equipment, technology and practices in order to assist children with disabilities.

Access to non verbal communication

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