



CHADDESLEY CORBETT ENDOWED PRIMARY SCHOOL AND NURSERY Disability Access Statement

September 2017

1. 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 Chaddesley Corbett E.P. School was built in 2012 with 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.

2. 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.

Chaddesley Corbett Endowed Primary School and Nursery also considers other legislation in all decision making processes e.g. the SEND Act 2001, the Education Act 2011 (with particular reference to the Education Act 2011 Equalities Impact Assessment) and this Policy will be updated when any new legislation is passed to account for any further duties / requirements of the School.

3. 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 possible.

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 supporting disability access.

- 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 support our practices.
- 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.
- Monitor the implementation and effectiveness of this plan on a regular basis. (Governor Health and Safety Committee).
- Operate an accessible complaints procedure whereby disabled people can make improvement suggestions and request assistance.
- Ensure that the School Web Site makes reference to this Accessibility Policy.
- Ensure that the School's complaints procedure covers the Accessibility Policy.
- Ensure that the terms of reference for governors' Health and Safety committee will contain an item on "having regard to matters relating to Access".

Address acts of disability discrimination via existing policies, the school development plan and the asset management plan. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity.

4. Access to Non-Educational Services within Educational Buildings

The School also hires its facilities to non-educational and community bodies. This is an important income stream and provides a strong link with the local community

Since October 2004, schools, in the provision of non-educational services to the public, have had to take reasonable steps to remove, alter or provide reasonable means of avoiding physical features that make it impossible or unreasonably difficult for disabled people to access the service. We are confident the school is well designed to allow for this.

The provision of non-educational services may include activities such as:

- Governors' meetings;
- Services offered to parents, such as meetings to present the annual report, admission and exclusion hearings where an appeal is by the parents;
- Fund raising events organised by the parent teacher association.
- Leisure time activities for children or adults without any element of educational development;
- The use of school sports facilities by the local community or the hiring of school accommodation to members of the public.
- After School Club, activity clubs run by private hirers, Breakfast Club

5. Improving the Physical Environment of Schools

CCEPS has been designed to increase accessibility for all users having space in which people can easily move, interact and use the physical features. Employees are part of the school, both in terms of their own interaction with pupils and parents, and also the ease with which they work within their physical environment.

Not all areas around the school are on one level. Ramps and handrails are provided for use by wheelchair and ambulant users. Access around the school can be restrictive as the school has to take into account the children and security issues around the site. Consequently there are areas where extra security is installed to prevent a child running away.

CCEPS uses its grounds as outdoor classrooms at times to reinforce the curriculum and offer experiences at break and lunchtimes. Staff ensure that the ethos of the school is carried into the grounds in all key stages.

The school has an accessible entrance foyer. There is access to seating in the reception foyer. This part of the building and adjoining classrooms and Lower Hall are all on one level and accessible to all. Accessible toilet facilities are available to all.

Signage around the school adheres to current Health and Safety regulations.

Lighting is suitable for purpose in all rooms with blinds in most rooms to allow for adjustable lighting.

The school is aware of the affect that noises e.g. lights buzzing, can affect the ability of the children to work and concentrate. This is kept to a minimum and the premises manager undertakes repairs as soon as possible.

The evacuation procedures are displayed around the school and there is a recorded fire practice every term. There is an adequate staff to pupil ratio to meet the needs of students with disabilities under an emergency evacuation.

Accessible toilets have emergency call alarms activated by cords in case of any problem

The premises team monitors the general internal condition of the school on a daily basis, also monitoring Health and Safety issues and completing statutory building checks. The school staff note any maintenance items on job request sheets for the premises manager to attend to. Contractors are brought in for issues not within the remit of the manager.

6. Access to the Curriculum.

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

Teachers and learning assistants have the necessary training to teach and support disabled pupils through regular TED days, individual courses and joint training days and links with other schools.

Staff work closely with colleagues from the support services and the SENDCO to ensure that pupils are enabled to access all curriculum opportunities, have appropriate means of communication and to devise and review targets for inclusion on pupils personalised learning plans..

Adaptive equipment is provided for students where necessary..Individual targets are set to allow all pupils to achieve to the best of their ability in all lessons. . .

Staff recognise and allow for the additional time required by any pupils to use equipment in practical sessions or to complete assessments.

CCEPS provides all pupils with access to computers/tablets in class at some point of each week with appropriate adaptations if required.

School visits are accessible to all pupils irrespective of attainment or SEND needs.

There are high expectations of all pupils.

Staff constantly seek to remove all barriers to learning and participation.

7. Flexibility of Teaching

CCEPS teachers and support staff are flexible enough to adapt their teaching approaches to enable our pupils to learn effectively in their classrooms.

CCEPS has high expectations, school staff present work in many different ways using a variety of equipment. Work can be carried out individually, in small groups or the whole class group. .

Visual timetables are used if needed and clues to 'next 'activities are given to ensure pupils are aware of the routines required throughout the day.

Reward systems are in place to support the children with positive strategies.

Classes have Zone Boards to record behavioural issues.Allied written communications between home and school are used as appropriate.

8. Arranging the Classroom

Each classroom is set out to provide the most positive environment to work in, to ensure children learns effectively.

Classrooms have sufficient space for all the children.

Toilet facilities are available close to each classroom. Signage is in place to signpost users of all abilities to the appropriate facilities

A variety of resources are used to ensure that the pupil learns effectively.

IT support is invaluable in providing access to the curriculum and assistive technology is used extensively throughout school to support the learning of all pupils

9. Access to Education

CCEPS recognises that all disabled children should have access to education in accordance with the Equality Act and adheres to the code of practice which advises on the statutory responsibilities of education bodies in the preparation of accessibility strategies and seeks to:

Further 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 as identified in the Asset Management Plan and the School Development Plan.

Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils are as equally prepared for life as are able-bodied pupils in mainstream schools; this covers teaching and learning and the wider curriculum of the school such as participation in school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and assistive technology**, which may assist these pupils in accessing the curriculum.

Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

10. Making adjustments

The Equality Act states that Schools are not expected to change their premises. They are however expected to make long-term proactive plans for improving access to their buildings through their planning duties and this document should be read in conjunction with the School Development Plan and the Asset Management Plan.

CCEPS will continue to make „reasonable adjustments“ to ensure that disabled students, parents or visitors attending the school are not discriminated against. Making reasonable adjustments could include:

changes to practices or procedures

changes to physical features

changes to how learners are assessed

providing extra support and aids (such as specialist teachers or equipment)

APPENDIX 1

USEFUL WEBSITES

BECT A: British Educational Communications and Technology Agency www.becta.org.uk

Inclusion website: <http://inclusion.ngfl.gov.uk/>

This website provides a free catalogue of resources for teaching professionals, learners, parents and carers; Resources include publications, software, hardware, guidance and links to other organisations to aid independent living and learning. www.drc-gb.org

APPENDIX 2

SPECIALIST ORGANISATIONS

Barnardo's: Tanners Lane, Barkingside, Ilford, Essex IG6 1QG: Tel: 020 8550 8822; website: www.barnardos.org.uk

British Deaf Association: 1-3 Worship Street, London EC2A 2AB: Tel: 020 7588 3520; website www.britishdeafassociation.org.uk

British Diabetic Association UK: 10 Parkway, Camden, NEW 7AA:

Tel:020 74241000: Fax: 02074241001; e-mail: info@diabities.org.uk website: www.diabities.org.uk

British Dyslexia Society: 98 London Road, Reading, RG1 5AU: Tel: 01189668271: Fax: 0118 9351927: website: www.bda/dyslexia.org.uk/

Epilepsy Action: New Anstey House, Gate Way Drive, Yeadon, Leeds LS19 7XY: Tel: 01132 108800: helpline: 0808 8005050: website: www.epilepsy.org.uk

Brittle Bone Society: 30 Guthrie Street, Dundee, DDI 5BS: Tel 01328 204446: e-mail: bbs@brittlebone.org.uk website: www.brittlebone.org.uk

Council for Disabled Children: National Children's Bureau, 8 Wakley Street, London EC1 V 7QE: Tel: 020 7843 6000: Fax: 020 7278 9512: website: www.ncb.org.uk

Cystic Fibrosis Trust: 11 London Road, Bromley, Kent BR1 1BY: Tel: 02084647211: website. www.cftrust.org.uk

Down's Syndrome Association: 155 Mitcham Road, London SW17 9PG:

Tel: 02086824001: e-mail: info@downs-syndrome.org.uk website: [www: www.downs-syndrome.org.uk](http://www.downs-syndrome.org.uk)
Dyslexia Institute: 133 Gresham Road, Staines, Middlesex TW18 2AJ: Tel: 01784463851 website:
www.dyslexia-inst.org.uk

Dyspraxia Foundation: 8 West Alley, Hitchin, Hertfordshire SG5 IEG:

Tel: 01462454986 website: www.dyspraxiafoundation.org.uk
Haemophilia Society: Chesterfield House, 385 Euston Road, London NW1 3AU: Tel: 020 7380 0600:
Fax: 020 7387 8220: e-mail: info@haemophilia.org.uk website: www.haemophilia.org.uk

Headway National Head Injuries Association: 4 King Edward Court, King Edward Street, Nottingham
NG11EW: Tel: 01159 240 800: Fax: 0115 958 446: e-mail: enquiries@headway.org.uk website:
www.headway.org.uk

ICAN: 4 Dyer's Buildings, Holborn, London EC1N 2JP: Tel: 0870010 4066: Fax: 08700104067 e-mail:
ican@ican.org.uk website: www.ican.org.uk

MENCAP: 117 - 123 Golden Lane, London EC1Y 0RT: Tel 0207454:

Fax: 02076965540 e-mail: information@mencap.org.uk website: www.mencap.org.uk
National Association for Special Educational Needs (NASEN) 4/5 Amber Business Village, Amber
Close, Amington, Tamworth, Staffs Bn 4RP: Tel: 01827 311500: Fax: 01827 313 005 e-mail:
welcome@nasen.org.uk website: www.nasen.org.uk

National Asthma Campaign: Providence House, Providence Place, London NI ONT: Tel: 020 7226
2260 Helpline 08457 010203 website: www.asthma.org.uk

National Autistic Society: 393 City Road, London EC1 V 1NG: Tel: 02078332299: Fax: 02078339666 e-
mail: nas@nas.org.uk website: www.nas.org.uk

National Society for Epilepsy: Chesham Lane, Chalfont St Peter, Buckinghamshire SL9 0RJ Tel:
01494601300 Fax: 01494 871 927 helpline: 01494601400 website: www.epilepsynse.org.uk

Royal National Institute for Deaf People (RNID): 19-23 Featherstone Street, London EC1Y 8SL: Tel:
020 7296 8000: Fax: 02072968199 e-mail: informationline@mid.org.uk website: www.mib.org.uk

Royal National Institute of the Blind (RNIB): 105 Judd Street, London WC1H 9NE: Tel: 020 7388 1266:
Fax: 020 7388 2034 website: www.mib.org.uk

SCOPE: 6 Market Road, London N7 9PW: Tel: 02076197100: Fax: 02076197399: helpline
08088003333 (9am to 9pm weekdays) 2pm to 6pm weekends) website: www.scope.org.co.uk

APPENDIX 3

National Organisations

British Standards Institution (BSI)

389 Chiswick High Road

London W4 4AL

Tel: 020 8996 9000

Fax: 020 8996 7001

Email: cservices@bsi-global.com

Website: www.bsi.org.uk

Publishes British Standards including BS 8300:2001 *Design of buildings and their
approaches to meet the needs of disabled people – Code of practice.*

Centre for Accessible Environments

Nutmeg House

60 Gainsford Street

London SE1 2NY

Tel/textphone: 020 7357 8182

Fax: 020 7357 8183

Email: info@cae.org.uk

Website: www.cae.org.uk

Provides technical information, training and consultancy on making buildings
accessible to all users, including disabled and older people and carers of young children.

Department for Work and Pensions

Disability Unit

Level 6

Adelphi

1-11 John Adam Street

London WC2N 6HT

Tel: 020 7712 2171

Fax: 020 7712 2386

Website: www.dwp.gov.uk and

www.disability.gov.uk

Responsible for the Government's welfare reform agenda, supports disabled people and their carers, disability benefits and disability civil rights issues.

Disability Rights Commission

DRC Helpline

Freepost MID 02164

Stratford-upon-Avon CV37 9BR

Tel: 08457 622 633

Textphone: 08457 622 644

Fax: 08457 778 878

Email: enquiry@drc-gb.org

Website: www.drc.org.uk

Publishes codes of practice and other guidance related to the DDA.

Employers' Forum on Disability

Nutmeg House

60 Gainsford Street

London SE1 2NY

Tel: 020 7403 3020

Textphone: 020 7403 0040

Fax: 020 7403 0404

Email: enquiries@employers-forum.co.uk

Website: www.employers-forum.co.uk

Represents and advises member companies on disability issues, plus information on good practice available

The Mobility and Inclusion Unit

Department for Transport

Zone 1/18, Great Minster House

76 Marsham Street

London SW1P 4DR

Tel: 020 7944 8300

Fax: 020 7944 6589

Email: miu@dft.gsi.gov.uk

Website: www.mobility-unit.dft.gov.uk

Research, information and policy advice.

National Register of Access Consultants

Nutmeg House

60 Gainsford Street

London SE1 2NY

Tel: 020 7234 0434

Textphone: 020 7357 8182

Fax: 020 7357 8182

Email: info@nrac.org.uk

Website: www.nrac.org.uk 13

Enables clients quickly and easily to locate suitable auditors or consultants, and provides a quality standard for those advising on the accessibility of the built environment for disabled people.

Royal Institute of British Architects (RIBA)

66 Portland Place

London W1B 1AD

Public information line: 0906 302 0400

Tel: 020 7580 5533

Fax: 020 7255 1541

Email: info@inst.riba.org

Website: www.architecture.com

The RIBA advances architecture by demonstrating benefit to society and excellence in the profession.

Royal National Institute of the Blind

(RNIB)

105 Judd Street

London W1H 9NE

Tel: 020 7388 1266

Fax: 020 7388 2034

Email: helpline@rnib.org.uk

Website: www.rnib.org.uk

Help, advice and support for people with serious visual impairments.

Royal National Institute for Deaf People

(RNID)

19-23 Featherstone Street, London EC1Y 8SL

National information line: 0808 808 0123, Tel: 020 7296 8000, Textphone: 020 7296 8199

Email: informationline@rnid.org.uk , Website: www.rnid.org.uk

Provides consultancy on the environmental needs of people with hearing impairments.

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APPENDIX 4

LOCAL SERVICES Many local authorities have access officers who are able to offer advice on access issues.

LA curriculum support and advisory services can be a resource for advice on specific subject-related teaching techniques and strategies and curriculum materials.

LA SEND support services include specialist teachers of pupils with hearing, visual, and speech and language impairments, teachers providing more general learning and behaviour support services, counsellors, educational psychologists, and advisers or teachers with knowledge of information technology for children with special educational needs.

Access Auditors/Consultants on the National Register of Access Consultants (www.nrac.org.uk) and the Access Association.