



Accessibility Policy

School: Jigsaw Pupil Referral Unit

Date Approved by Management Committee: May 24

Signed by Chair: Mr D. Hains

Headteacher: Ms E. Rothlisberger

Review Date: May 26

Accessibility Policy

Our shared vision

Our aim is to make Jigsaw PRU a caring, vibrant and viable School in which all children can aspire to their full potential.

We will achieve this by:

- Developing high self-esteem through a culture where everyone is listened to, valued, supported, respected and feels secure.
- Embracing challenge and learning from experience even when things go wrong.
- Offering an informative, interesting and vibrant environment which actively fosters a love of learning.
- Being inclusive, whilst valuing the need for individuality.
- Enriching children's perception of cultural diversity through developing a global awareness.
- Motivating children with a broad, rich and inspiring curriculum.
- Developing a culture of respect for others and self through establishing clear expectations and boundaries.
- Fostering effective and rewarding partnerships through clear communication at all levels.
- Ensuring a spiritual, moral social and cultural awareness of the whole self.
- Creating a vibrant and interesting School where children, staff and parents develop a passion for learning.

Jigsaw PRU strives to ensure that the culture and ethos of the School are such that, whatever the abilities and needs of members of the School community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

The definition of disability is:

“A person suffers 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. The definition also

covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

We recognise :

Our duty under the Disability Discrimination Act ('95) as amended by the SENDA (2001)

“from September 2002, it will be unlawful for Schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services¹”

Schools and LEAs must:

- not treat disabled pupils less favourably; and
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty)
- that Local Education Authority and School governors have the duty to publish Accessibility Strategies and Plans

Scope of the Plan

This plan covers all three main strands of the planning duty:

1. Improving the physical environment of School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.

This strand of the planning duty covers aids to improve the physical environment of the School and physical aids to access education. The physical environment includes things such as 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, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, 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

In maintained Schools the provision of a special piece of equipment or extra assistance will be made through the SEN framework and to a lesser extent through the planning duty which applies to all Schools. The distinction between auxiliary aids and services provided through the SEN route and

those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population of the School). For example, a pupil with visual impairment might have low vision aids provided through the statement of SEN but the School might as a general measure provide blinds and adjustable lighting through the planning duty.

1 Preparation for entry to the school, the curriculum, teaching and learning, classroom organisation, timetabling, grouping of pupils, homework, access to school facilities, activities to supplement the curriculum, school sports, school policies, breaks and lunchtimes, the serving of school meals, interaction with peers, assessment and exam arrangements, school discipline and sanctions, school clubs and activities, school trips, the school arrangements for working with other agencies, preparation of pupils for the next phase of education.

2. Increase the extent to which disabled pupils can participate in School's curriculum. This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through School and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training. Schools will be expected to plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that Schools are planning and preparing to respond to the particular needs of individual pupils.

3. Improving the delivery of information to pupils with disabilities. This part of the duty covers planning to make information normally provided by the School in writing to its pupils – such as handouts, timetables, textbooks, information about School events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognized symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

Other related School policies

Equality for disabled pupils is included as an explicit aim in all of the School's policies and is supported by the School's other policies including:

- Teaching and Learning
- Equality and Diversity Policy
- Behaviour Policy
- Admissions policy/criteria

- School improvement plan
- School Asset Management Plan
- Policy for School trips and excursions
- SEN policy
- Exclusions

Jigsaw PRU aims to include all pupils, including those with disabilities, in the full life of the School. Our strategies to do this will include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- planning out-of-School activities including all School trips and excursions so that pupils with disabilities can participate
- setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the School to cater for the needs of pupils with disabilities
- raising awareness of disability amongst School staff (teaching and non-teaching) through a programme of training
- By providing information for pupils with disabilities in a form which is user friendly.
- By using language which does not offend in all its literature and make staff and pupils aware of the importance of language.
- by examining our library and reading books to ensure that there are examples of positive images of disabled people

Actions to ensure equality for pupils with disabilities

1. We shall undertake a disability audit, annually using a checklist. Please see

Appendix A

2. As a result of the audit, we shall:

- write an action plan which includes targets
- make the policy and targets known to all teaching and ancillary staff, pupils and parents
- monitor the success of the plan

- the Plan will be reviewed annually by the Management Committee

Monitoring

Jigsaw PRU recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

We will monitor:

- Admissions
- Attainment
- Attendance
- Punctuality
- Effects of pastoral strategies
- Rewards
- Sanctions
- Exclusions
- Response to teaching styles/subject
- SEN Register
- Setting/groups
- Effects of the English and Maths Strategies
- Extra-curricular activities
- Homework
- Homework clubs
- Selection and recruitment of staff
- Governing Body representation
- Parents attending consultation meetings

- Parents' involvement in the life of the School (representation on PTA, attendance at parents' evenings, in the classroom, School productions, sports day, fetes etc)
- The management Committee will monitor how targets have been met in the Annual Audit.

Publications for Guidance

Accessible Schools: Planning to increase access to Schools for disabled pupils Issued to all Schools in June 2002 (DfES Publications)

Schools Disability Code of Practice

Disability Rights Commission (DRC)

SEN Code of Practice DfES

DfES Guidance on Inclusive Schooling DfES

National Curriculum 2000 Inclusion Statement DfES

DfEE: Access for disabled people to School buildings (BB91).The Stationery Office

Appendix A – Accessibility Audit

Section 1 How does Jigsaw PRU deliver the curriculum?

Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? Y /N?

Are the classrooms optimally organised for disabled pupils? Y/N?

Do lessons provide opportunities for all pupils to achieve? Y/N?

Are lessons responsive to pupil diversity? Y/N?

Do lessons involve work to be done by individuals, pairs, groups and whole class? Y/N?

Are all pupils encouraged to take part in music, drama and physical activities? Y/N?

Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading? Y/N? or N/A

Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? Y/N? or N/A

Do staff provide 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? Y/N? or N/A

Do we provide access to computer technology appropriate for students with disabilities? Y/N?

Are School visits made accessible to all pupils, irrespective of attainment or impairment? Y/N?

Are there high expectations of all pupils? Y/N?

Do staff seek to remove all barriers to learning and participation? Y/N?

Section 2 Is Jigsaw PRU designed to meet the needs of all pupils?

Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, hall, library and playground – allow access for all pupils? Y/N?

Can pupils who use wheelchairs move around the School without experiencing barriers to access such as those caused by doorways, steps and stairs and toilet facilities? Y/N?

Are pathways of travel around the School site and parking arrangements safe, routes logical and well signed? Y/N?

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? Y/N?

Are non-visual guides used, to assist people to use buildings? Y/N?

Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? Y/N?

Are areas to which pupils have access well lit? Y/N?

Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment? Y/N?

Is furniture and equipment selected, adjusted and located appropriately? Y/N?

Section 3 How does Jigsaw PRU deliver materials in other formats?

Do we 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?

Y/N?

Do we 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?

Y/N?

Do we have facilities such as ICT to produce written information in different formats?

Y/N?

Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities?

Y/N?

Appendix B Creating an Access Plan (example given in the DfES guidance)

This is an example of a plan that a School might produce after reviewing existing plans (in particular refurbishments and arrangements and SEN policy), looking at options for improving accessibility within existing arrangements and an audit of the School site for accessibility. The School should monitor the implementation of the plan and to keep under review the access needs of the School.

A plan should include – targets, strategies, outcomes, timeframes, goals achieved

An example of a plan may cover the following areas:

The School makes itself aware of the services available through its LA for converting written information into alternative formats. If needed the School can provide written information in alternative formats

How to incorporate appropriate colour schemes when refurbishing to benefit pupils with visual impairments and install window blinds.

Seek advice from LA sensory support service on appropriate colour schemes and blinds.

After an audit the School decides that some teachers would benefit from training on differentiating the curriculum.

School plans to improve access to designated areas over successive financial years. The School decides which of its entrances and exits have priority, and plans to fit ramps and handrails to all of these.

Plan the use of minor capital delegated resources and discuss with the LA using Schools Access Initiative funding. Having secured capital resources from the LA, over three year period the School's entry areas, will be fully accessible.

Outcomes might be:

Physical accessibility of School increased.

Training for staff on differentiating the curriculum.

Staff are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.

Increase in access to the National Curriculum.