



Northern House School PRU
City of
Wolverhampton

Northern House School (PRU)
UNICEF Convention on the Rights of Children Article 3
(The best interests of the child must be a top priority in all
actions concerning children)

Accessibility Plan

Northern House School (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.

We aim to uphold UNICEF Convention on the Rights of Children Article 23 (A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with a disability).

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 affect 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)
“It is unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services”
- Schools, MAT's 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 MAT board and school governors have the duty to publish Accessibility Strategies and Plans.

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.

Scope of the Plan

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

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, lifts, floor coverings, signs and furniture.

Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, inductions 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 specialist pens and pencils. 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.

2. Increase the extent to which disabled pupils can participate in schools' curriculums

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 any 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 recognised 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
- Equal Opportunities Policy
- Behaviour Policy
- Admissions policy/criteria
- School improvement plan
- Policy for school trips and excursions
- Positive Handling policy

Aims

Northern House School (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 written 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

Monitoring

Northern House School (PRU) recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning. (Essentials are in **Bold** type).

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 Literacy and Numeracy Strategies
- Extra-curricular activities
- Selection and recruitment of staff
- Governing body representation
- Parents attending 6 weekly review meetings
- Parents' involvement in the life of the school

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 - The Stationary Office buildings (BB91)

Useful telephone numbers:

Disability Rights Commission
0207 828 7022

DRC Helpline
0845 622 633

DfES Publications
0845 60 222 60

Ofsted Publications
020 7510 0180