

ST MARY'S FIELDS PRIMARY SCHOOL



ACCESSIBILITY POLICY AND PLAN 2021

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Policy Review Date:	Autumn 2022	Mrs R Dulieu (Headteacher)	<i>R.L. Dulieu</i> Signature	Date
Ratified by Governing Body:				
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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

At St Mary's Fields Primary School the health and safety, safeguarding and promoting the welfare of all children is of paramount importance. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, 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.

The Accessibility Plan will contain relevant actions to:

~ Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

~ Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Disability Discrimination Act. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

~ Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, 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.

The Action Plan for physical accessibility relates to the Access Audit of the School, which is due to take place in the summer term 2020 in conjunction with Ashfield Academy. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

3. Current good practice

St Mary's aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life.

Some strategies we use to do this 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

The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

We ask about any disability or health condition in early communications with new parents and carers. Regular meetings with class teachers and the SENCo take place to ensure that we are meeting the needs of our children. We will consult with experts when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Local Authority. Different forms of communication are made available to enable all pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Access to the Physical Environment

<u>Aim</u>	<u>Strategies/current good practice</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities <p>Library shelves at wheelchair-accessible height</p>	As required	Site manager Health and safety team	ALL pupils have access to all areas of the school building
To be aware of the access needs of disabled children, staff, governors and parents, carers	To create access plans for individual disabled children.	As required	SENCO/class teachers	EHCs (or Pupil passports) are in place for disabled pupils, and all staff are aware of pupils' needs.
Ensure the school staff & governors are aware of access issues	<p>To ensure staff and governors can access areas of school used for meetings</p> <p>Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.</p> <p>Circulate information to relevant staff on 'Access to Work' scheme</p>	<p>Ongoing process</p> <p>In place</p> <p>As above</p>	<p>Headteacher</p> <p>Headteacher</p> <p>Headteacher / Governors' Behaviour and Safety Committee</p>	<p>Pupil passports in place for all SEND children.</p> <p>All staff & governors are confident that their needs are met.</p> <p>Lift available to first floor.</p> <p>Parents have full access to all areas of school.</p>

	Staff to share Pupil passport information with volunteers and support staff to ensure continuity of care for the children.	Profiles for children with specific access issues to be in place by Summer 2020.	SENCo	Access to Work Information in Staff Induction Booklet. Volunteers are aware of needs of SEND children at all times
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Ensure everyone has access to reception area	Ensure that nothing is preventing wheelchair access Check the outer door is wide enough for a wheelchair Provision of appropriate seating	Daily checks to ensure the area is clear of obstructions	Site Manager / Behaviour & Safety Committee/ HT	Disabled parents / carers / visitors feel welcome. Visitors can sit down if waiting for reception. Wheelchair users aren't waiting because staff sitting in the office can't see them.
Maintain safe access for visually impaired people	Check condition of yellow paint on step edges regularly. Check exterior lighting is working on a regular basis. Put black/yellow hazard tape on poles at end of play equipment to help visually impaired children.	Ongoing checks In place and change if necessary	Site Manager / Health & Safety Committee Site Manager	Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year. Child knows where equipment ends

Ensure all disabled people can be safely evacuated	<p>Ensure there is a personal emergency evacuation plan for all physically disabled pupils.</p> <p>Ensure all staff are aware of their responsibilities in evacuation by being aware of the pupil passport information.</p> <p>If a person uses a wheelchair they must not be in a classroom where the emergency exits are down steps.</p>	<p>Continual</p> <p>Continual</p>	<p>Site manager</p> <p>Headteacher to remind staff</p> <p>SENCO/Headteacher to remind staff to use a more appropriate classroom if this situation arises.</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily</p>
Provide hearing loops/aids in classrooms to support pupils with a hearing impairment	Take advice from HIT on appropriate equipment if this becomes necessary.	As required	Headteacher/SENCO	All children have access to the curriculum
Ensure there are enough fire exits around school that are suitable for people with a disability.	Ensure staff are aware of need to keep fire exits clear.	Daily	All staff/Headteacher	All disabled personnel and pupils have safe independent exits from school.
To carry out an accessibility audit (see appendix 1)	Ensure the schools physical environment is accessible for all	Summer 2020	In conjunction with Ashfield special school, site manager, senco and headteacher	ALL stakeholders have access to the school

Access to the curriculum

<u>Aim</u>	<u>Strategies/current good practice</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p>	Ongoing	Class teachers/SLT	ALL pupils will have full access to lessons and be able to participate fully

	<p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>			
Ensure support staff have specific training on disability issues.	Identify training needs at regular meetings	Ongoing	SENCO / Headteacher	Raised confidence of support staff
Ensure all staff (teaching & nonteaching) are aware of disabled children's curriculum access.	Share information with all staff and agencies involved with each child	Ongoing	SENCO	All staff have read the pupil profile and are aware of individual's needs
All school visits and trips need to be accessible to all pupils.	<p>Ensure venues and means of transport are vetted for suitability.</p> <p>Develop guidance on making trips accessible.</p>	Ongoing	EVC / SENCO	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils.	Review PE curriculum to include disability sports	Spring term 2020	SENCO & PE co-ordinator	All pupils have access to PE and are able to excel. Child's TA will be there all the time
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Spring term 2020	SENCO. Link Governor & Headteacher	Gradual introduction of disability issues into all curriculum areas
Ensure disabled children can take part equally in lunchtime and after school activities.	Ensure effective support is available – especially after school.	As required	SENDCO	Disabled children feel able to participate equally in out of school activities.

Develop links with a special school (Ashfield Academy)	Work towards Identifying a local school and consider sharing opportunities. INSET	Summer term 2020	SENDCO / Headteacher	Increased understanding of the opportunities available to the children

Access to information

<u>Aim</u>	<u>Strategies/current good practice</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Signage around school to be in other languages	Plans for a welcome sign in reception – need to decide which languages to use.	Completed but updated as necessary	Headteacher / SENCO/EAL coordinator	ALL People feel they are welcome in school
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information e.g. braille.	Annually	SENCO / Headteacher	Staff more aware of preferred methods of communication, and parents feel included.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops Pictorial or symbolic representations	Continual and changes depending on needs of pupils	Class teachers/SLT	Pupils are able to understand information in a way that is meaningful and relevant to them

5. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the governors, the head teacher and the SENCo.

The Plan will be monitored through the Behaviour and Safety Committees of the Governors.

The Plan will be monitored by Ofsted as part of their inspection cycle.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

6. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

The School's complaints procedure is also relevant to the Accessibility Plan.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				