



## Accessibility Policy & Plan

<b>Person responsible for Policy:</b>	<b>Headteacher/SENDCO</b>
<b>Governor Committee:</b>	<b>Finance &amp; Resources Committee</b>
<b>Date approved by Governing Body:</b>	<b>January 2023</b>
<b>Review date:</b>	<b>Autumn 2026</b>

### 1.0 Legal framework

- 1.1. This policy has due regard to legislation including, but not limited to, the following:
- United Nations Convention on the Rights of the Child
  - United Nations Convention on the Rights of Persons with Disabilities
  - Human Rights Act 1998
  - Special Educational Needs and Disability Regulations 2014
  - Education and Inspections Act 2006
  - Equality Act 2010
  - The Education Act 1996
  - The Children and Families Act 2014
  - The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- 1.2. This policy has due regard to national guidance including, but not limited to, the following:
- DfE (2014) 'The Equality Act 2010 and schools'
  - DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

### 2.0 School Accessibility Plan 2022 – 2025

- 2.1. Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that 'schools cannot discriminate against pupils because of sex, disability, religion or belief and sexual orientation'. According to the Equality Act 2010 a person has a disability if:
- a) He or she has a physical or mental Impairment, and
  - b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities

- 2.2. The Accessibility Plan is listed as a statutory document in the Department for Education's guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At School the plan will form part of the TLCW committee
- 2.3. At School we aim to provide a welcoming and inclusive environment where everyone feels happy, safe and secure. As a team, we are committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school
- 2.4. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website
- 2.5. The plan shows how access is to be improved for disabled pupils, staff and visitors to the school, within a given time frame and anticipating the need to make reasonable adjustments to accommodate additional needs, where practicable. The Accessibility Plan contains relevant actions to:
- Increase access to the curriculum for pupils with a disability to ensure that such pupils are as equally prepared for life as are the able-bodied pupils. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs and school visits
  - Improve and maintain access to the physical environment of the school
  - Improve the delivery of information to pupils, staff, parents and visitors with disabilities

### 3.0 Access to the Curriculum

Targets	Strategies	Timescale	Responsible	Success Criteria
To liaise with the local pre-schools to review confirmed intake each September	To identify pupils who may require special provision	Ongoing	EYFS teacher and SENDCO	School is aware of any children due to start school who may have additional needs
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing as policies come up for review	Headteacher and governors	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents and outside agencies for pupils with on-going additional needs	To ensure collaboration between all key personnel	Ongoing as required	SENDCO / class teacher	Personalised plans and risk assessments to be in place for any disabled pupils, and all staff are aware of pupils' needs
Ensure support staff have specific training on disability issues	Identify training needs and provide training as required	Ongoing	SENDCO / Headteacher	Raised confidence of support staff
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Ongoing	EVC / SENDCO	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 as need arises	Review PE curriculum to include disability sports where necessary	Spring 2023	SENDCO & PE co-ordinator	All pupils have access to PE and are able to excel
To develop an awareness of people with different needs	Ensure there are some learning resources (books etc) that show positive examples of people with disabilities in a positive light. Invite people with disabilities into school: E.g. Signing group, Use opportunities to show people with disabilities in a positive light Delivery of specialist training for all staff by CE Sensory inclusion Service	Ongoing	SENDCO	Pupils are more aware of different people in our society and their needs
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Ongoing	SENDCO & Headteacher	Gradual introduction of disability issues into all curriculum areas
Ensure any disabled children can take part equally in lunchtime and after school activities	Discuss with 'Out of school Club' staff, and people running other clubs after school. Support would need to be available – especially after school as need arose	As required	SENDCO	Disabled children feel able to participate equally in out of school activities

#### 4.0 Access to the Physical Environment

Targets	Strategies	Timescale	Responsible	Success Criteria
Improve the physical environment of school	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site	Ongoing	Premises committee	All newly refurbished areas are designed with accessibility in mind and with regard to DDA regs
To enable physically disabled drivers to park immediately outside the school	Ensure a disabled parking space immediately outside the school gates	Complete	Headteacher and premises committee	A designated space is allocated for disabled drivers
Access route suitable for all abilities is clearly marked from the outside of the building	Signage to be checked regularly to allow for easy entry to the school	Ongoing	Headteacher and premises committee	All visitors are able to access the school where appropriate
Ensure everyone has access to the main reception area	Ensure that nothing is preventing wheelchair access e.g. displays or furniture or carpeting	Ongoing	Headteacher and caretaker	All access routes are clear from obstructions
Maintain safe access for visually impaired people	The edges of interior steps to be clearly marked  Grab rails to be provided throughout school where necessary	Ongoing	Premises committee and Health and Safety committee	School is accessible for visually impaired pupils, staff and visitors
Ensure all disabled people can be safely evacuated if the need arises	a) Ensure there is a personal emergency evacuation plan for all disabled pupils  b) Ensure all staff are aware of their responsibilities in evacuation by being aware of all individual needs  c) Ensure staff are aware of need to keep fire exits clear	As required	SENDCO  Headteacher to remind staff. Check during fire drills	All disabled pupils and staff working with them are safe in the event of a fire. There would be constant supervision for disabled children who would need help in the event of an evacuation if required
Provide hearing loops in classrooms (or suitable alternative) to support pupils with a hearing impairment	Take advice from LA on appropriate equipment if this becomes necessary	As required	Headteacher	All children have access to the curriculum

#### 5.0 Access to information

Targets	Strategies	Timescale	Responsible	Success Criteria
Signage around school to be in other languages	Main entrance sign added. Plans for additional signage underway	Autumn 2023	Headteacher / SENDCO	All people feel they are welcome in school
Inclusive discussion of access at admission meetings and to ascertain information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information eg braille, other languages.  Translation tool included on website to allow multi-lingual access	Annual  Complete	SENDCO / Headteacher  SENDCO / Headteacher	Staff are more aware of preferred methods of communication, and parents feel included.  School website will become accessible to all