

A Place to Flourish
“I have come that they may have life, and have it to the full” (John 10:10)



Accessibility Policy

Statutory Policy

Date of review/adoption	Spring 2022
Date of next review	Spring 2023
Notes	

Signed ...*Jane Liddell**... Chair of Governors

Date21.03.22.....

**Electronically signed and approved at Full Governing Board Meeting held on 21.03.22*

BLUNDESTON CEVC PRIMARY SCHOOL ACCESSIBILITY POLICY

1 Legal Framework

This policy has due regard to statutory 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 Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011.

This policy has due regard to national guidance including, but not limited to, the following:

- 'The Equality Act 2010 and schools', DfE (2014)

This policy will be used in conjunction with the following school policies and procedures:

- Accessibility Plan
- Anti-Bullying Policy
- Behaviour Policy
- Curriculum, Teaching and Learning Policy
- Equality and Diversity Policy
- Managing Medicines in School Policy
- Safety, Health and Wellbeing Policy
- Special Educational Needs and Disability (SEND) Policy

2 Definition (Equality Act 2010)

"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".

The effect of the Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of sex, race, disability, sexual orientation, religion, faith or belief.

3 Roles and responsibilities

Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.

The Headteacher, in conjunction with the Governing Board, will create an Accessibility Plan with the intention of improving the school's accessibility.

The Governing Board will be responsible for monitoring the Accessibility Plan and will approve the Accessibility Plan before it is implemented.

All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent/carer or colleague.

The Headteacher and/or Special Educational Needs and Disability Coordinator (SENDCo) will ensure that staff members are aware of individual pupils' disabilities or medical conditions where necessary.

During a new pupil's induction at the school, the Headteacher will establish whether the pupil has any disabilities or medical conditions which they should be aware of. This information will be shared with the SENDCo and relevant staff.

The Headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities are experienced.

The Headteacher, Governing Board and other senior leaders will work closely with the Local Authority and external agencies, where necessary, to effectively create and implement the school's Accessibility Plan.

The SENDCo will work closely with the Headteacher and Governing Board to ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.

All staff members and governors will participate in equality training with reference to the Equality Act 2010.

Designated staff members will be trained to effectively support pupils with medical conditions, such as understanding how to administer insulin.

4 Accessibility Plan

The Accessibility Plan will be structured to complement and support the school's Equality and Diversity Policy, as well as the Special Educational Needs and Disability (SEND) Policy.

The Accessibility Plan will be presented as a freestanding document.

Our Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents/carers and visitors to the school within a given timeframe.

The plan has the following key aims:

- To increase the extent to which disabled pupils can participate in the school's curriculum;
- To improve and maintain the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school;
- To improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

If it is not feasible to undertake all of the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

The Accessibility Plan will be used to advise other school planning documents and will be reported upon **annually** in respect of progress and outcomes.

Both the Accessibility Policy and Accessibility Plan will be published on the school website.

The school will collaborate with the Local Authority in order to effectively develop and implement the plan.

An access audit will be undertaken by the SEND Governor and SENDCo every year (as part of the annual SEND Information Report).

The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported. These will be included in the school budget.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan.

The school will work with the Local Authority to provide auxiliary aids and services where necessary in order to provide adequate support to pupils with disabilities.

5 Equal opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities.

We are committed to developing a culture of inclusion, support and awareness.

Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.

The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils to have equal opportunities.

Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all pupils to reach their full potential and receive the support they need.

We will ensure that all extracurricular activities are accessible to all pupils.

The school will make all reasonable adjustments to allow pupils with SEND to participate in all school activities.

6 Admissions

The school will act in accordance with the Local Authority's admissions policy.

All pupils, including those with SEND, will have appropriate access to all of the opportunities available to any member of the school community.

Information will be obtained on prospective pupils in order to facilitate advanced planning.

Prospective parents/carers of pupils with an Education, Health and Care Plan (EHCP), and pupils with SEND, are invited to a transition meeting with the Headteacher and SENDCo prior to the pupil starting the school in order to discuss the pupil's specific needs.

7 Curriculum

The school is committed to providing a stimulating environment that enables full curriculum access, which values and includes all pupils, regardless of their education, physical, sensory, social, spiritual and emotional needs.

No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.

We aim to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

Class teachers and the SENDCo will work together to adapt a pupil's support plan with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

PE lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons, including using adapted resources.

Where areas of the curriculum present particular challenges for a pupil, these are dealt with on an individual basis.

The class teacher, in discussion with the pupil and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any particular disability or impairment.

There are established procedures for the identification and support of pupils with SEND in place at the school.

Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching.

Specialist resources are available for pupils with visual impairments, such as large print resources/laptops with accessibility features etc.

Teaching assistants are deployed to implement specific literacy, numeracy and speech programmes, and offer individual and small group support to pupils.

8 Physical environment

The school is committed to ensuring that all pupils, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises.

There are no parts of our school to which pupils with disabilities have limited or no access.

The school is all on one level and has an accessible toilet and shower. There are provisions for nappy changing.

Where entrances to the school are not flat, a ramp is supplied for access.

9 Monitoring and review

This policy will be reviewed on an annual basis or when new legislation/guidance concerning equality and disability is published.