

# Accessibility Policy

Policy Owner:	Head Teacher and Governing Body
Version no:	3
Date Revised:	Spring 2019
Next review date:	Spring 2021
Sign off signatory:	LGB Chair

## Contents

1. Aims
  2. Legislation and guidance
  3. Current good practice
  4. Attitudes to disability
  4. Monitoring arrangements
  5. Links with other policies
- 

### 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

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 aim to provide a school, which fosters confident, highly motivated and happy children, and one which ensures that every child has the opportunity to fulfil his / her all-round potential. We seek to inspire every pupil to become a well-motivated and independent learner, actively participating in a broad and balanced curriculum which engenders equal opportunities for all.

We are committed to making our school a welcoming place for all. We promote the principles of fairness and justice for all and in doing so welcome all members of the learning, working and visiting community into our school.

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.

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.

## **2. Legislation and guidance**

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

## **3. Current good practice**

### Physical Access to the Building

We do our utmost to ensure that all visitors are afforded good access. The school provides the following:

- 1 Disabled car park space immediately in front of the school entrance
- Flat access from the car park
- 1 adult disabled toilet
- Outdoor lighting to the front and rear of the building
- Outside access to playgrounds have ramp/flat access for wheel chair users

### Classroom Environment

The classroom environment is adapted to the needs of pupils as required:

- Carpet soundproofing to all classrooms and corridors
- Soundproofing for pupils with impaired hearing as required
- Well illuminated classrooms and corridors
- All classrooms and offices have blinds fitted to reduce glare
- Ability to increase print size through photo copying
- Book shelves, desks etc at an accessible height

## Curriculum

We have a collaborative style of Leadership. We welcome the views, beliefs ideas and concerns of our school, local community and other stakeholders. We celebrate success of the whole child:

- Support of DISCS, hearing impaired, visually impaired for pupils with sensory disabilities
- Access to CAMHS and Educational Psychology support
- Residential visits that are inclusive
- Support for pupils with EHCP and other medical issues
- A differentiated curriculum where appropriate, regularly reviewed to ensure it is meeting the needs of all learners
- Effective target setting and progress checks, using person centered outcomes

### **4. Attitudes to Disability**

Everyone is warmly welcomed. The School aims statement is inclusive and promotes the rights of every individual. It is the duty of all adults within the building to promote our Christian ethos:

- Ensure that facilities and building improvements include provision for disabled and able bodied users
- Health and safety checks actively encouraged by the Head Teacher
- A fair and open Admissions Policy
- A commitment by the Head Teacher and Governing Body to access funding to meet the needs of pupils, staff and visitors
- Having non-discriminatory practice

### **5. Monitoring arrangements**

Any issues raised by staff or visitors will be referred to the Head Teacher. The need for any further improvements to our provision will be discussed at Governor's meeting or MAT Resources committee as appropriate. We will regularly monitor the schools position in line with our continuing commitment to be accessible to all.

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Head Teacher and the LGB Chair

### **5. 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

