

All Saints CE Junior School

Accessibility Policy 2019

July 2019



John 13:34

*“A new command I give you: Love one another.
As I have loved you, so you must love one another.”*

Approved by: FGB

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Next review due by: July 2022

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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

In accordance with the school's vision of Loving All Our Neighbours, 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.

The school recognizes its need to celebrate the equality and diversity that exists within its community and to ensure that all have the opportunity to respond to the expectations and challenges of the curriculum.

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.

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.

3. Action plan

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

We aim to ask about any disability or health condition in early communications with new parents and carers. Prior and when a child is admitted to the school, the following step will be taken:

- Parents & carers to be consulted.
- Outside agencies to be consulted.
- Access survey completed.
- Appropriate strategies and an individual plan will be put in place according to the needs to the individual including a Personal Evacuation Plan.

Access to the physical environment for pupils with a disability

Aim	Objectives	Actions to be taken	Outcome of actions
Increase access to the physical environment for pupils with a disability.	Modifications to the building and classroom layout to be made considering the needs of a child with a disability.	An appropriate strategy and an individual plan will be put in place according to the needs of the individual.	The individual is able to move freely and safely throughout the whole school.

Access to the curriculum for pupils with a disability

Aim	Objectives	Actions to be taken	Outcome of actions
To reduce and eliminate barriers to access to the curriculum for pupils with a disability.	Provide specialist training for staff on differentiating the curriculum for pupils with a disability.	Training to include: <ul style="list-style-type: none"> • INSET training for staff. • Professional learning sessions. • Liaison with external agencies. 	Ensuring all staff are confidently able to meet the requirements of the child's needs when accessing the curriculum.
	Lessons to provide opportunities for all pupils to achieve.	Actions to include: <ul style="list-style-type: none"> • Planning. • Lesson observations. • Tracking pupil progress. 	Ensuring quality of access to the full curriculum for all children. Ensuring all children make good progress.

	Rigorous analysis of pupil achievement data	<p>Actions to include:</p> <ul style="list-style-type: none"> • Tracking pupil progress through assessments. • Analyzing data. • Staff meetings to discuss progress. 	<p>Ensuring all children make good progress.</p> <p>Ensuring all staff gather and track information accurately, understanding the assessment process, using outcomes for future planning.</p>
	School visits to be accessible to all individuals.	<p>Actions to include:</p> <ul style="list-style-type: none"> • A pre-visit when appropriate. • Risk assessments. 	All children participate fully in school visits.
		<ul style="list-style-type: none"> □ Liaison with parent/carers. 	Appropriate research, staff training and risk assessments in place.
	Pupils with disabilities are encouraged to visit as often as required prior to them starting school.	Parents/carers are offered the opportunity to visit as often as they wish prior to the individual starting school.	All children and parents/carers are confident and happy with the transition ahead of them starting school.

Access to information for pupils and adults with a disability

Aim	Objectives	Actions to be taken	Outcome of actions
To improve the delivery of information to disabled pupils, staff, parents and visitors.	Ensure that there are no communication barriers with any member of the school community.	<p>Actions to include:</p> <ul style="list-style-type: none"> • High levels of awareness from all members of staff. • Appropriate training to be taken when necessary. • Good use of ICT. • Clear font used for all correspondence. • All staff to ensure both in lessons, parent/carers meetings, presentations that information is presented in a clear and 	All children and adults understand that information presented to them.
		user-friendly way.	

4. 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 governing body.

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

Appendix 1: Access to buildings and classrooms audit

Area	Description	Actions to be taken	Outcome of actions
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<p>Main building including:</p> <ul style="list-style-type: none"> • School Offices • Main Hall • Library Area • Year 3 classrooms □ Year 4 classrooms 	<p>All areas of the main school are accessible by all children and their parents.</p> <p>Corridors are wide enough for wheelchairs to be used.</p> <p>Entrance to the building, via the main road and playground, is flat allowing for easy wheelchair access.</p> <p>There is a slight lip/ramp to the school office.</p> <p>A disabled toilet has been installed in reception.</p> <p>Classroom entrances have flat floors.</p> <p>Classroom Fire Exits have a slight lip/ramp.</p> <p>Access to the kitchen servery is clear and</p>		
	<p>suitable for wheelchair bound pupils.</p>		

Year 5 classroom block	<p>Entrance to the classrooms are via a ramp.</p> <p>Classroom Fire Exits are via a set of main doors with a ramp.</p> <p>The closest disabled toilet is in the Year 6 classroom block.</p>		
Year 6 classroom block	<p>Entrance to one of the three classrooms is flat.</p> <p>Classroom Fire Exit are via a small set of steps.</p> <p>The entrance to two of the three classrooms is via stairs.</p> <p>The - for the upstairs two classrooms is through the main entrance to the Year 6 classroom block.</p>	<p>Prior to and when a child is admitted, classrooms will be optimally organized for disabled pupils, for example moving from 1st floor to ground floor if necessary.</p> <p>Prior to and when a child is admitted, modifications to the Fire Exit will be made with the specific needs of the child in mind.</p>	<p>Children are able to move freely and safely throughout the whole school.</p> <p>Full physical access to the curriculum.</p> <p>Wheelchair access will be improved, and fire regulations met for evacuation.</p>
Playgrounds including field area	<p>Accessible and available to all pupils without the use of steps.</p> <p>Field area accessible and available to all pupils without the use of steps.</p>		

Car park

Disabled parking bay available

