

Darwen St James'
C of E Primary Academy



Accessibility Policy

2020-2023

MISSION STATEMENT

Nurturing ambition through a living faith.

VISION STATEMENT

Our academy delivers purposeful curriculum through its living Christian faith. We nurture ambition in all our learners in order for them to become positive citizens of tomorrow.

BIBLE VERSE:

Let us not love with words or speech alone but with actions and truth.

John 3:18

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.

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.

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.

Current Accessibility Arrangements:

Admissions:

The Governors are committed to the principle of all children having equal rights of access, if this can reasonable be provided. The admission of a child with Special Educational Needs and Disabilities (SEND) to the school will be conditional upon:

- The parents/carers full disclosure to the school of the child's disability. Appropriate planning by the school, including requests for additional funding, are dependent upon the school having access to all relevant information.
- Following the procedures which are set out in any school policies relating to SEND e.g. Assessing Children's Educational Needs.
- The availability of appropriate facilities within the school. These include both physical facilities and reasonable curricular provision.
- Agreement about the stages for which entry is being offered. In particular, transition from Primary to Secondary will be dependent upon a review of the child's needs and the evaluation of any difficulties which the child may have in accessing an appropriate education.
- Acceptance by the parents/carers that some educational opportunities, which take place off-site may not be available. The above conditions will also apply, if a disability develops during the course of the child's education in Primary School.

Access to Buildings and Classrooms.

In the main, all areas of the

Main entrance

Features

Entrance to the building allows for easy wheel chair access. A disabled toilet is installed.

Foundation Stage

Entrance to this department is a path to the reception entrance via year 1 classroom ramp.

Year 1

Classroom has a ramp

Year 2

Classroom access via year 1 ramp.

Hall

Access via main entrance.

KS2

Upper access via hall and year 5/6 corridor. Lower access via hall KS2 playground and round the outside of KS2

Playground

Access via KS2 playground and round to KS2

Evacuation Procedures

The schools fire and Evacuation procedures lay down basic procedure for the safe efficient evacuation of the school buildings. These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in Individual Outcome Plan for the pupil.

Curriculum Access: Teaching, Learning and Assessment.

Our aim is that pupils with disabilities should as far as possible have access to a full and board curriculum, similar to that followed by their peers. As a mainstream primary school we cannot replicate the range of support and resources that a local authority can provide.

However, the school has successfully supported pupils with a range if disabilities- hearing and sight impairment, physical disability and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the schools SEND Policy and guidelines on assessing children who may have Special Educational Needs and Disabilities.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within school or when a disability develops. The individual Education Plan (IEP) or Education Health and Care Plan (EHC Plan) for the pupil will address the issue, which will therefore be kept under consent review.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- Input from specialist (external) teachers
- Technological enhancements – indication loops, ICT
- Adaptation of teaching materials

The school's ICT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairments in particular.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the School's Inclusion Team, they will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or national qualifications.

The school's policy on Teaching and Learning incorporate advice for teachers on supporting disabled pupils. The school has an on-going program of staff development related to meeting the needs of different learners.

Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

Informal Curriculum.

Pupils at Darwen St James' C of E Primary Academy have always been able to participate fully in the wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability. This has included:

- Outdoor Education
- Sports
- Music
- Clubs and Activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's IEP OR EHC plan.

The suitability of any event and the need for additional support is risk assessed and discussed fully with parents in advance.

Information for Pupil's and Parents

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.

Large print format materials are available when required. If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc. the school will be happy to consider alternative forms of provision in consultation with Advisory Services.

Source Materials for the new plan:

The priorities of the plan have been identified using a number of sources including:

- Census returns
- End of key stage results
- Pupil questionnaires
- Parent consultation/questionnaires
- Multi-agency meetings

- Health and Safety Inspections
- Service reports

It has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

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 Committee and the Headteacher.

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
- Equal opportunities (including Racial Equality) Policy
- Medical Policy
- Special Educational Needs Disability Policy
- Behaviour Policy
- Admissions Policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

| 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 | | | | |

