



Accessibility Policy

Autumn 2021, 2024,
Review Autumn 2027

[Introduction](#)

This policy should be read in conjunction with the schools Equality and Accessibility plan (2022-25), part of the annual SIP. Our Equality data is available on our website. The policy is drawn up in accordance with the planning duties within the Equality Act 2010, (which replaced the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 and 2005 (SENDA) . It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002. Links to other related guidance and policies including KCSIE 2024 and any subsequent updates, Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014 and subsequent update January 2015).

Definition of Disability

Disability is defined as follows by the Equality Act 2010:

A person has a disability if:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day to-day activities.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, prospective pupils and our adult users with a disability.

Principles

1. Compliance with the Equality Act (2010) is consistent with the school's aims and equal opportunities policy, and the operation of the school's Inclusion and SEND policy and plans;

The school recognises its duty under the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014 and subsequent update Jan 2015).

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.
2. In performing their duties, governors and staff will have regard to the Equality Act (2010) Code of Practice and the Equality and Human Rights Commission
 3. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

4. Ferndale treats all children as part of its family. Pupil, parental and staff views on school are sought from surveys and questionnaires. These are then shared via different formats. Once feedback is sought, this is planned into action and policy where possible, e.g. through learning styles and resources. Governor reports and minutes include recommendations to action.
5. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted or adapted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils.

As well as

- making reasonable adjustments when and where possible
- adapting learning resources and learning environments to meet the needs of all pupils

Activity

Ferndale Primary School identifies points for action as part of its School Improvement Plan, in order to achieve key objectives and indicates these within its Equality and Accessibility plan. Equality data is an integral part of this and is published 3 yearly.

a) Delivery of the curriculum

School staff receive training in making the curriculum accessible to all pupils, and are aware of its importance.

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisors and SEND staff, and appropriate health professionals from the local NHS Trusts. KCSIE 2020 initially (and subsequent updates) specifically consider the vulnerability of particular groups – children with SEND being one such group. Ferndale strives to ensure any vulnerable groups are supported and we actively teach the promotion of an inclusive and diverse atmosphere throughout the curriculum and assemblies.

b) Physical environment

The school will take account of the needs of pupils and other users with physical difficulties or disabilities, sensory impairments and learning difficulties when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings and resources.

c) Provision of information in other formats

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Linked Policies

This Policy and the Equality and Accessibility plan contribute to the review and revision of related school policies, e.g.

- School Improvement Plan
- SEND and Inclusion policy
- Equality policy and Equalities Information and Analysis data
- Curriculum policies

Equality Duty links:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

Date of Policy Reviews: July 2017, September 2018, September 2020/2021, September 2022, 2024,

Next review: September 2027

The plan is also available in the following formats, on request to the head teacher: email; enlarged print version; other formats by arrangement.

Also published separately- Equalities Information and Analysis