

Disabled Access Policy



**Harper Bell Seventh-day Adventist School
Primary**

School

Approved by: Headteacher

Date:

Next review due by:

Chair's signature:

We have a duty under the Road Traffic Act 1991, the Fire Safety Regulatory Reform Order 2005 and the Equality Act 2010 to provide adequate access for disabled people.

We believe we have worked hard at making the entrances and exits accessible for disabled people. We are always looking at ways of improvement and we acknowledge that under the above Acts we are required to make reasonable adjustments to the building to improve access for disabled people.

The Special Educational Needs Disability Act defines disability as people who have any of the following:

- physical disability
- sensory impairment such as visual and hearing
- mental health problems
- chronic illness such as asthma, epilepsy and diabetes
- medical conditions
- Asperger's Syndrome/Autism Spectrum Disorder
- special learning difficulties
- any other conditions which affects people's ability to study

We aim to provide access to our buildings, facilities and curriculum for all those who wish to access them. We are committed to improving access within the limitation of the physical structure of the buildings and other resources.

Periodically we will undertake an audit of all entrances and exits as we are committed to providing a safe and welcoming school entrance that is accessible to all pupils, school personnel and visitors to the school.

We as a school community have a commitment to promote equality.

Aims

- To identify barriers to access, to regularly review the school premises and to produce an accessibility plan.
- To make all reasonable adjustments to ensure that pupils, school personnel or visitors with disabilities are not disadvantaged in any way.
- To anticipate the needs of pupils, school personnel or visitors before they join the school.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- a duty to identify barriers to access, to regularly review the school premises and to produce an accessibility plan;
- delegated this responsibility to the Sites and Buildings Subcommittee and the Headteacher;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;

- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy is maintained and updated regularly;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the Finance and Buildings staff;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Finance and Buildings Subcommittee

The Sites and Buildings subcommittee will:

- undertake an audit of all access and exits of the school premises to identify any problems and to plan improvements;
 - periodically review the accessibility plan for the school;
 - ensure fire risk assessments are in place
 - seek specialist advice from outside agencies;
 - ensure all school personnel, pupils and parents are aware of and comply with this policy;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

The Audit

The audit considers:

- all entrances and exits to be replaced by:-
 - automatic doorways
 - removal of door steps
 - wider doorways
 - electrically opening doors
 - furniture free entrances
- the introduction of:-
 - disabled parking bays
 - safe pathways
 - an intercom security system
 - covered ramps
 - handrails and grab rails
 - slip and trip free floor surfaces
 - clear signage
 - lifts to replace stairs

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- be trained in:
 - disabled access issues
 - health and safety risk management
 - and the reporting of identified hazards

- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils will:

- be aware of and comply with this policy;

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as the newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body □ information displays in the main school entrance

Equality

Under the Equality Act 2010 we have a duty not to discriminate against people based on their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the site manager and the Headteacher.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

This policy will be reviewed biannually or when the need arises by the leader and members of SLT.

Head Teacher:	Date:
Governor:	Date:

