



**THE RACKHAM**  
**C OF E PRIMARY SCHOOL**

# Accessibility Policy

**Policy Number:** STAT 060

**Date:** September 2023

## Aim

This policy outlines how we as a school aim to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

A person has a disability if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

Our main duties take into consideration the 2018 code of practice for SEND:

- Not to treat children with a disability less favourably for a reason related to their disability;
- To make reasonable adjustments for children with a disability, so that they are not at a substantial disadvantage;
- To plan to increase access to education for children with a disability.

This policy sets out the ongoing actions of our Governing Body to increase access to education for children with a disability in the three areas required by the planning duties in DDA (Disability Discrimination Act):

- Increasing the extent to which children with a disability can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which children with a disability can take advantage of education and associated services;
- Improving the delivery of information providing an alternative delivery method to written information for pupils with disabilities, for example verbally or by signing.

The Governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities;
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

## Vision and Values

As a school we strive to meet the needs of all our learners. We are committed to providing a fully accessible environment and curriculum which values and includes all children and enables them to achieve their very best regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities we provide.

We are committed to a culture of awareness, tolerance and inclusion within our school.

The school provides all pupils with a broad and balanced curriculum, and adjusted to meet the needs of individual pupils and endorses the development of a more inclusive curriculum. This is one through:

- setting suitable learning challenges,
- responding to pupil diverse learning needs and
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## **Accessibility Audit**

The Senior Leadership Team, in consultation with the Board of Governors, will undertake an accessibility audit, regularly and as necessary.

The audit will cover the following areas:

- Access to the curriculum – assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment –the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the extent to which pupils with disabilities can access information on an equal basis with their peers.

## **Accessing the curriculum**

In order to facilitate full access to the curriculum as far as is reasonably practicable the following will be completed/are in place:

- Data is obtained on future children to allow planning, including those entering foundation stage and those transferring from other schools.
- There are established and rigorous procedures for the identification and support of children with special educational needs and disabilities.
- Details on individual children are given to relevant staff.
- Regular school/home liaison.
- Adaptations are put in place to enable all children to feel secure, make progress and access a full a curriculum as possible.
- Teacher and teaching assistants have the necessary training to teach and support children with disabilities, for example how to support a child on the Autistic spectrum etc.
- All school policies, practises and procedures are mindful of the impact on children with a disability.
- Effective transition procedures are in place.
- Extra-curricular activities are available to all children.
- Classrooms are optimally organised for children with a disability and adaptations are made when needed.
- Additional computer technology is purchased and used where appropriate.
- Our school is proud of its inclusive reputation and all members of our school continually seek to remove all barriers to learning and participation.

## **Accessing the physical environment**

The original part of the school was built in 1851. The school has been extensively extended since this time, with new sections added all over the school site. Its design is such that it is fully accessible apart from a small area that is infrequently used by small groups and as storage. Cedar classroom is only accessible to those with ambulatory difficulties via a small stair lift. An accessible toilet is situated at the front of school with wide door access and an automatic flushing toilet.

All furniture and equipment is carefully selected and adjusted according to individual needs. Where specialist equipment is required or provided by health professionals, space is provided to accommodate these e.g. specialist seating in the dinner hall.

### **Accessing information**

Key members of staff are familiar with or receive training to ensure technology and practises are developed to assist people with disabilities.

Sharing of information with regard to children with disabilities is done both virtually and through face to face meetings between the parent/carer, class teacher, SEND lead and/or the headteacher and other professionals as is necessary or appropriate. The school will make good use of the skills of external agencies to support pupils and/or their families with any specific need.

### **Management, co-ordination and implementation**

There is a whole school approach to meeting our requirements outlined in our accessibility plans. Governors and the senior leadership team will review progress alongside the school development plan. We ensure that staff receive regular training and support in meeting the requirements of the accessibility plan.

Governors will evaluate and report on its impact. They will also utilise evidence gained from a range of sources including feedback from individual children, agencies, performance data and feedback from parents and carers.

### **Publication**

The school makes its accessibility plan available in the following ways:

- On request from the school office.
- Published on the school website.
- Issued to parent and carers of children with a disability.

This policy will be reviewed and agreed in line with Government guidelines by the Governing Body.

### **Approved and signed by:**

#### **Headteacher**



**Signed:**

**Date:** 7<sup>th</sup> September 2023

#### **Chair of Governing body**



**Signed:**

**Date:** 7<sup>th</sup> September 2023