

Sandylands
Community
Primary
School

Accessibility Policy



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Sandylands Community Primary School Accessibility Plan

Introduction

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education.

The Governing Body has had three key duties towards disabled pupils, under Part 4 of the Disability Discrimination Act:

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

Aims

At Sandylands Community Primary School we are committed to making our school accessible for all pupils, staff, and visitors by providing a fully accessible and welcoming environment. Therefore, we aim:

- to welcome the inclusion, of all pupils in all aspects of school life e.g. the curriculum, the school environment, after school activities.
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to reduce and eliminate barriers to access to the curriculum and to fully participate in the school community for all pupils, parents and carers, employees, governors and external workers with SEND.
- in improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- for access by school staff to a range of training and professional development courses, which will enhance their skills in working with a wide range of pupil needs.
- that all pupils have access to pastoral care systems, which are multi-agency and holistic in approach
- to ensure all children learn about and demonstrate the British Values of: tolerance, mutual respect, individual liberty, democracy and rule of law, while respecting differences including gender, ethnicity, religion and ability.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

Definition

Disability is defined by the Disability Discrimination Act 1995 (DDA):

A person has a disability 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 carry out normal day to day activities.

The Accessibility Action Plan contains the relevant actions to:

Action 1

- * Improve access to the physical environment of the school, adding specialist facilities as necessary.

Physical Barriers

- All pupils have access to the different areas within school without experiencing barriers caused by steps, doorways, stairs and toilet facilities.
- The areas within and outside the school are appropriate sizes to allow easy access for all pupils.
- Pathways of travel around the school site are safe and the routes are easy to follow and are well signed.
- Emergency and evacuation systems are set up to cater for all pupils and alarms include visual and auditory components.
- Signage and non-visual guides do not confuse pupils who may have visual impairment or other difficulties.
- All areas of the school are well lit.
- Background noise is reduced to a minimum, particularly in areas used by pupils with hearing impairments.
- Furniture and equipment is carefully selected, adjusted, and located appropriately.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that all pupils are given equal opportunities.

Action 2

- * Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that all pupils are given equal opportunities.

Curriculum

- All aspects of the curriculum are designed to allow the teacher and pupil to respond positively to each other.
- The curriculum and homework is differentiated to meet the needs of all pupils.
- The curriculum gives prominence to high expectations and quality for all pupils.
- Flexible groupings of children are used to support individuals.
- Specialized equipment is available for those who may require it.

- School visits and after school clubs are made accessible to all pupils irrespective of attainment or special needs.

Action 3

- * Improve communication and the delivery of written information to pupils, staff, parents and visitors with disabilities.

Information

- Information about the school and its various activities can be provided in a range of formats, e.g. website/ hard copy, for pupils and prospective pupils who may have problems with standard forms of information, e.g. pupils with learning difficulties, pupils with visual or hearing impairments.
- Information for parents and pupils on day-to-day issues can be provided in a range of formats, (ICT/ face to face meetings/ copies of reviews/ written information e.g. newsletters).
- Information is presented to pupils in a way which is user friendly e.g. by using auditory, visual and interactive approaches such as reading aloud, interactive whiteboards, visual charts/ prompts.
- Staff are familiar with the appropriate technology and practices to assist those with a disability.

Accessibility Plan

| PHYSICAL ENVIRONMENT | | | |
|---|---|--|---------------------------------------|
| Issues/Aspect | Actions | Who is Responsible | Timescale |
| Ensure all areas including corridors, access ramps, shower room and disabled toilets are checked on a regular basis to ensure they are free from obstruction. | Site supervisor to check weekly that all areas are free from obstructions. | Site supervisors | Weekly |
| Continually improve access of the physical environment for all. | Accessibility audit of school building and grounds to be carried out and reported to Governors. | Head teacher Health and Safety Governor Site supervisors | Annually |
| Layout of school to allow access for all pupils to all types of facilities | Consider the needs of disabled pupils, parents/ carers or visitors when considering any redesign | Head teacher Governors Site supervisors LA Property officer | As required |
| To ensure accessibility of access of ICT equipment | Ensure alternative equipment in place where necessary to ensure access to all hardware and software | Headteacher SENDCO ICT technician | Ongoing |
| Classrooms are organised and resourced to promote participation and independence where possible. | EHCP and support plans to be shared with staff and multiagency workers. Continually review the needs of children with disabilities in consultation with appropriate agencies. | Headteacher SENDCO Phase leaders Class teachers | Ongoing |
| Ensure all disabled children and staff can be evacuated safely. | Personal Emergency Evacuation Plans to be in place for all staff and children with disabilities. | Head Teacher SENDCO Class Teachers | Annual update in September Ongoing |

Curriculum

| Issues/Aspect | Actions | Who is Responsible | Timescale |
|---|--|---|-------------|
| Staff to be aware of access requirements for disabled children when accessing the curriculum, including PE lessons. Classrooms are organised and resourced to promote participation and independence where possible. | EHCP and support plans to be shared with staff and multiagency workers. Continually review the needs of children with disabilities in consultation with appropriate agencies. | Head Teacher SENDCO Class teachers | Ongoing |
| Ensure that after school activities, after school club and breakfast club is accessible for all. All staff have a full understanding of the children's needs. | Risk Assessments for individual children completed. | Head Teacher Phase leaders SENDCO | Ongoing |
| Ensure children with medical conditions have access to medication in a safe and controlled environment. | Appropriate staff to receive training in administering medicines etc for children with medical conditions. | Head Teacher SENDCO | Ongoing |
| Ensure that homework links and homework are accessible by all children. | Appropriate staff training. | Head Teacher Phase leaders SENDCO | Ongoing |
| Ensure school visits including residential visits are made accessible to all children irrespective of disability. | Staff to be aware of needs of all children in their class when planning a trip - alternative arrangements to be made if necessary e.g. use of transport for children unable to walk the distance required by the trip. | Phase leaders SENDCO EVC Co-ordinator | As required |

| <u>INFORMATION</u> | | | |
|---|---|--|-----------|
| Issues/Aspect | Actions | Who is Responsible | Timescale |
| Review accessibility of information for parents Information is accessible for all parents required | Audit of accessible information, including the views of disabled parents. | Head Teacher Assistant Head Bursar Class Teachers | Ongoing |