

# Shorne Church of England Primary School

(A member of the Aletheia Anglican Academies Trust)



# Accessibility Policy and Plan

**Lead member of Staff: Tara Hewett (Head of School)**

**Lead Governor: John Bugg**

**Date approved: September 2019**

**Next scheduled review: September 2022**

## Introduction

At Shorne C of E Primary school our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Policy and 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 Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

## Objectives

Shorne C of E Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Shorne C of E Primary School Accessibility Plan that accompanies this Policy shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

## The Accessibility Plan

The Accessibility Plan contains relevant and timely actions to:-

Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Shorne C of E Primary school Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

## **Summary Actions**

1. A full review will be undertaken to complete the potential identified areas of concern within the Accessibility Plan (see below) adding/removing areas as required.
2. The Accessibility Plan will be regularly reviewed to ensure that it is up to date with legislation.
3. The Accessibility Plan will be regularly reviewed to ensure that it is up to date changes to the school environment.
4. The Accessibility Plan will be monitored through the LGB with the premises governor leading this area.
5. The Accessibility Plan will be published on the school website.
6. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

<b>Targets</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Time scales</b>	<b>Goals Achieved to date</b>
<b>Curriculum Access</b>				
To ensure all children feel involved at playtimes				
Teachers and non teaching staff have necessary training to teach and support pupils				
Children are fully integrated within the classroom				
Children have access to appropriate IT facilities				
Evaluate day visits and residential trips in the light of our pupils at the time.				
Ensure assessment review and evaluations are fully in place.				
Develop inclusive, quality first teaching				
Appropriate use of specialised equipment to benefit individual pupils and staff				

Parent and pupil feedback				
Availability of written material in alternative/adapted formats				

<b>Targets</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Time scale</b>	<b>Goals achieved to date</b>
<b>Staff Specific</b>				
<b>Access to Work</b>				

<b>Physical Environment</b>				
Access to all areas of the school				
Decoration plans to take into consideration colour contrasts – particularly on doors and suitable floor coverings				
Improve access and facilities for extended schools – access for community including provision of wheel chair accessible toilets with changing facilities				
Improve acoustics in the classrooms and hall as required.				
All after school activities are planned to ensure, where reasonable, the participation of the whole range of pupils				
Create resourced provision for SEND pupils to access facilities to support needs				

Head of School, TAs/HLTAs and Governors Co-ordination and implementation				
Disabled parking				