

## Accessibility Policy and Plan

Member(s) of staff responsible	SENCO
Sub-Committee responsible	Business Committee
Date agreed at Sub-Committee	TBA
Frequency of policy review	Every 3 years
Date next review due	September 2025

### Document Version Control

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1.1	April 2018	Original Issue
1.2	September 2018	Updated
1.3	April 2021	Reviewed
1.4	September 2022	New targets added

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### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Warden Hill Primary School strives to provide an excellent education to ensure that all our pupils achieve their full potential in the widest sense, regardless of differences that exist between pupils and their families in terms of protected characteristics. These include:

- race
- individuals of all faiths and none
- ethnicity
- culture
- age
- sexual orientation
- socio-economic background
- gender (including transgender)
- and disability

As a school, we recognise that the society within which we live is becoming increasingly enriched by diversity. We are committed to ensuring that everyone within our school community is equally valued and always treated with respect and fairness.

It is the wish and aspiration of Warden Hill Primary School that our pupils grow up to be kind, respectful people, who are well equipped to make positive contributions both within and outside their immediate communities.

Learning to respect and understand others, including those who may have very different lives from their own, is both intrinsically important and practically necessary if they are to live and work in a context of rapidly increasing diversity.

### Our values

At Warden Hill Primary School, whilst being very proud of our children's academic achievements, we are also very passionate about developing the whole child and enabling

them to find their own niche – whether this lies in the classroom in a particular subject, on the games field or on the stage – each of our children are individuals and we aim to support them fully. We aim to ensure that all our children achieve their full potential and that their school experiences equip them well for their onward journey.

We work hard to create an environment where everyone feels valued and the following three core values underline everything we hold dear and believe in.

**Belong** – we belong as individuals to our houses, school and wider community.

**Explore** – we explore our world with inquisitiveness, independence and confidence.

**Succeed** – we succeed in being the very best we can be.

## Introduction

The Equality Act 2010 came into force on 1 October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that “schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation”.

The Equality Act 2010 also outlines the definition of being disabled as having ‘a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.’

## Responsibility

It is a statutory requirement that all schools carry out accessibility planning for disabled pupils and that this planning should aim to

- 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.

It is the responsibility of the Governing Body to review the accessibility policy and planning and to monitor their implementation. They should also ensure that the school complies with current legislation.

The school’s Senior Leadership Team (SLT) make sure that all members of staff are aware of their responsibilities in relation to ensuring that the curriculum is accessible to all pupils and that relevant training and support is available to ensure that this is carried out effectively. The Headteacher is also responsible for taking appropriate action in any cases of unlawful discrimination.

All members of staff are expected to promote a collaborative and inclusive ethos in their classrooms, to deal with any prejudice related incidents which may occur by following school policy, to identify and challenge bias and stereotyping in the curriculum, to support pupils who require differentiation due to any aspect of equality and to keep up to date with equalities legislation relevant to their work.

Warden Hill Primary School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- Having high expectations of all pupils.
- Finding ways in which all pupils can take part in the full curriculum including sport, music and drama
- Planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate.
- Setting an admissions policy and criterion which do not discriminate against pupils with disabilities or treat them unfairly.
- Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- Liaising with external agencies including the Advisory Teaching Service, Mobility Officers etc. who can share their expertise and provide additional advice in relation to supporting pupils who have disabilities
- Raising awareness of disability amongst school staff through a programme of training
- Planning the physical environment of the school to cater for the needs of pupils with disabilities
- Providing written information for pupils with disabilities in a form which is user friendly

The school recognises and values each parent's knowledge of their child's disability and its effect on their ability to carry out every day activities

### **Current good practice**

We aim to gain information about any disability or health condition in early communications with new parents and carers.

### ***Curriculum***

Throughout the school the curriculum will be tailored to meet individual needs. Where needed extra support will be put in place to help pupils to access whole class teaching e.g. visuals and prompt cards, the use of technology e.g. enlarging print, pre-teaching of key vocabulary/texts used in English/new units, additional Teaching Assistant support, 1:1/group interventions outside the classroom to equip pupils with the skills to access the main class teaching.

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, access to written information for pupils who have a sight impairment.

In the event that a pupil is unable to access a particular physical activity even with additional support, access to an alternative activity will be put in place.

For pupils with a sight impairment the school will access large print books, access e-book schemes and ensure that pupils are given written information in a form that is easy for them to read.

School have access to Communicate in Print which uses symbols to support word reading for those pupils who need the additional support of symbols to support the written word.

## ***Physical Environment***

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: Lunch and break times for pupils with social/interaction impairments and school trips for pupils with medical

needs. During lunchtime sessions pupils have access to a quiet space if needed or less busy play space and are supported by peer mentors. The needs of all pupils are taken into account when arranging school trips and additional support is put in place if needed.

Parts of the Key Stage 2 school building are two storey and in the event that a pupil is unable to negotiate the stairways, classes will be moved around to ensure that specific pupils are in classes which are on the ground floor.

There are slopes to assist parents and pupils when entering the school by the main reception area into the Key Stage 2 building and also at the entrance to the Key Stage 1 library area which leads into the infant building.

There is a disabled toilet located in the Key Stage 2 building.

For pupils who have impaired sight support and advice is sought from a Mobility Officer who will advise on any changes in the school environment which may be needed to accommodate the needs of the pupil.

## ***Information***

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others.

If needed this information can be produced in different formats to meet individual needs.

## **Management, coordination and implementation**

We will consult with parents, pupils, health professionals and other external agencies when new situations regarding pupils with disabilities are experienced.

This policy is to be read in conjunction with the school's Special Needs and Disability Policy, the Warden Hill Primary School SEND Local Offer document and the Equality Policy.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability and ensure all pupils continue to understand what disability is and its links to the PC	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> </ul>			

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> <li>The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>			
Training for staff in the identification of and teaching children specific and hidden learning difficulties.	SENCO discusses individual needs at the review and target setting time of the myplans. Targets are openly discussed with children on the SEND register	SENCO	Summer 2023 Children with ASD are successfully included in all aspects of school life.	Summer 2023 children with specific learning difficulties are thriving All staff working with our children have an excellent working knowledge of adjustments to their planning and learning environments too support children with hidden impairments
Improve and maintain access to the physical environment during the rebuild phases of the new school	The new school environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> <li>Ramps</li> <li>Elevators</li> <li>Corridor width</li> <li>Disabled parking bays</li> <li>Disabled toilets and changing facilities</li> <li>Library shelves at wheelchair-accessible height</li> </ul>	Carters Builders/LA/Architects	February 2023	Children/parents/staff/visitors with any disability are able to access all parts of our school
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none"> <li>Internal signage</li> <li>Large print resources</li> <li>Braille</li> <li>Induction loops</li> <li>Pictorial or symbolic representations</li> </ul>	Class teachers	On going	Staff share good practice of works each year with handover information regarding specific pupils

#### **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Governing Board

It will be approved by the Governing Board

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy