



## **SHEERHATCH PRIMARY SCHOOL**

### **ACCESSIBILITY POLICY**

#### **Introduction**

Sheerhatch Primary School strives to ensure that the culture and ethos of the schools are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils will be provided with the opportunity to experience, understand and value diversity. In line with the Equality Act 2010 we will take positive action to promote disability awareness and create a learning and working environment that is inclusive and supportive for members of our community.

The Equality Act 2010 replaced nine major Acts of Parliament, as well as almost a hundred sets of regulations, dealing with equality and discrimination. The Act provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. Schedule 10 of The Equality Act relates to accessibility for disabled pupils. Schools are required to have an accessibility plan.

Disability as defined by the Equality Act 2010 is when a person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.

Our Accessibility Policy is designed to support and compliment the school's Equality Policy and the Special Educational Needs & Disabilities Policy & Procedure. It should be read in conjunction with all other school Policies.

#### **Aims**

Sheerhatch Primary School aims to include all pupils and their families 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.
- Planning out of school activities including school trips and excursions so that all pupils participate.
- Setting admission policy and criteria which does not discriminate against any pupils
- Devising teaching strategies which will remove barriers to learning for all pupils
- Raising awareness of disability amongst all school staff.

- Using language which does not offend in all its literature, and make staff and pupils aware of the importance of language.
- Examining our library and reading books to ensure that there are examples of positive images of disabled people.

## **Policy**

Our Policy is to ensure that our buildings and curriculum are accessible to all. We will produce an Accessibility Action Plan (Appendix 1) as informed by The Equality Act 2010 Schedule 10 Accessibility Plans Paragraph 3 (Appendix 2) which will identify our accessibility objectives. It is our intent that the culture, ethos and values of the schools are such that parents and carers should feel confident to challenge our accessibility action plan if needed.

Our plan will:

- Improve access to all areas of the school curriculum for pupils.
- Improve the physical environment of the school.
- Improve the delivery of information to disabled pupils which is readily accessible to pupils who are not disabled.

It will be informed by:

- The views and aspirations of disabled pupils themselves.
- The views and aspirations of the families of disabled pupils.
- The views and aspirations of other disabled people or voluntary organisations.
- The priorities of the Local Authority showing how the views of different groups have influenced the plans.

In order for the school to comply with good practice, when appropriate, the school will carry out an audit of its strengths and weaknesses in working with disabled pupils to include:

- The level of staff awareness of Equalities legislation.
- The presence of disabled pupils and their participation in the life of the school.
- The impact on disabled pupils of the way the school is organised.
- The physical environment of the school.
- The curriculum.
- The ways in which information is currently provided for disabled pupils.
- Outcomes for disabled pupils including exams and end of key stage results and achievements in extracurricular activities.

The detail and amount of information gathered to complete this section will depend upon a number of factors not least of which is the size of the school. Equally, in reporting the findings it will be necessary to include enough detail to be informative but not so much as to breach confidentiality.

## **Recruitment**

Job descriptions for new staff are reviewed regularly to ensure that meeting the needs of disabled pupils are included. An inclusive approach is adopted.

**Access**

Willington Site

When necessary an allocated parking space for a disabled visitor, parent/carer or the parent/carer of a disabled pupil will be made available, ensuring that the space is not used inappropriately, or blocked by other vehicles. Access into school from the parking space will be level with no obstacles.

There is level access to all areas of the site and there is one accessible toilet.

Cople Site

There is parking directly opposite the school and there is drop curb access in close proximity to the school gate. Specialist disabled taxis etc. can park in the bus stop directly outside the school.

There is level access to all areas of the site and there are three accessible toilets.

**Review**

This Policy will be reviewed in 3 years. The Policy was approved by the Governing Body at its meeting on:

Signed by Head Teacher .....

Signed by Chair of Governors .....

**Appendix 1**

**ACCESSIBILITY ACTION PLAN**

OBJECTIVE	ACTION	SUCCESS CRITERIA	TIME SCALE
<b>Improve access to all areas of the school curriculum</b>			
<b>Increase the scope of skills and experience available within the school to improve assessment of and provision for a range of needs</b>	<p>Seek appropriate training opportunities for relevant staff.</p> <p>Use of curriculum targets and IEPs to ensure inclusion. Check the font and format of reading materials Provide aids to reading and writing as necessary.</p> <p>Use individual or whole class visual timetables as appropriate.</p>	Staff secure in strategies to enhance learning for children with SEND	Ongoing subject to need and funds
<b>Educational visits are accessible to all</b>	<p>Ensure venues are vetted</p> <p>Individual risk assessments carried out</p>	All pupils are able to participate	Ongoing
<b>Improve the physical environment of the school</b>			
<b>Ensure fire exits are easily accessible</b>	<p>Monitor regularly</p> <p>Keep access clear</p>	Exit points are clear	Ongoing
<b>Facilitate access to work for disabled staff</b>	<p>Liaise with Bedford Borough to create dedicated disabled parking space outside of Cople site</p> <p>Investigate electronic system for front gate at Cople</p>	<p>Disabled staff members are able to use dedicated vehicle safely.</p> <p>Wheelchair users can more easily enter grounds during the day.</p>	<p>Summer 2020</p> <p>2020-21 funds allowing</p>
<b>Improve delivery of information to all groups</b>			
<b>Improve the way in which all information is communicated to pupils, staff, parents and carers</b>	<p>Utilise communication tool that is applicable to the needs of the target group</p> <p>Research systems available for converting written information into alternative formats</p> <p>Collect feedback form target groups</p>	<p>All groups are able to access information in an appropriate format for their needs</p> <p>Disabled members of the learning community are confident that their needs are being met.</p>	Ongoing