

Pimperne CE VC
Primary School



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Accessibility Policy

Last reviewed: July 2021

Ratified by the Governing Board: September 2021

To be reviewed: Every 3 years

Next review: September 2024

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Statement of intent

Pimperne Primary School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents and visitors.

Signed by:

F Waller

Headteacher

Sept 2020

Date:

PSlocombe

Chair of governors

Sept 2020

Date:

1. Legal framework

This policy has due regard to legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy will be used in conjunction with the following school policies and procedures:

- **Equality Information and Objectives Policy**
- **Early Years Foundation Stage (EYFS) Policy**
- **Special Educational Needs and Disabilities (SEND) Policy**
- **Equal Opportunities and Dignity at Work Policy**
- **Admissions Policy**
- **Behavioural Policy**
- **Supporting Pupils with Medical Conditions Policy**
- **Administering Medication Policy**
- **Anti-Bullying Policy**
- **Curriculum Policy**

- **Health and Safety Policy**
- **School Development Plan**
- **Data Protection Policy**

2. Definition

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

The Equality Act 2010 means that schools cannot unlawfully discriminate against adults/staff and pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

3. Roles and responsibilities

Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.

The headteacher, in conjunction with the governing board or a select committee, will create an Accessibility Plan with the intention of improving the school's accessibility.

The governing board, or a select committee, will be responsible for monitoring the Accessibility Plan.

The full governing board will approve the Accessibility Plan before it is implemented.

All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.

The headteacher will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.

During a new pupil's induction, the headteacher will establish whether the pupil has any disabilities or medical conditions of which the school should be aware.

The headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.

The headteacher, governing board and SLT will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENDCO will work closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010.

Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin.

4. Accessibility Plan

The Accessibility Plan will be structured to complement and support the school's **Equality and Diversity Policy**, as well as the **Special Educational Needs and Disabilities (SEND) Policy**.

The Accessibility Plan will be presented as either a freestanding document or as part of another document, such as the **School Development Plan**.

The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe.

The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in September 2023.

If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan; some items will roll forward into subsequent plans.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The Accessibility Policy and Plan will be published on the school website.

The school will collaborate with the LA in order to effectively develop and implement the plan.

An access audit will be undertaken by the governing board and SENDCO every year.

The school will provide adequate resources for implementing plans and ensuring pupils are sufficiently supported.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.

The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.

The LA will provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

5. Equal opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities.

The school is committed to developing a culture of inclusion, support and awareness.

Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.

The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.

The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

6. Admissions

The school will act in accordance with the **Admissions Policy**.

The school will apply the same entry criteria to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.

All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning.

Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

7. Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.

No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.

The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

The subject lead for each curriculum area and the SENDCO will work together to adapt a pupil's Individual Education Plan (IEP) or EHCP, with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.

The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.

There are established procedures for the identification and support of pupils with SEND in place at the school.

Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.

Specialist resources are available for pupils with visual impairments, such as large print reading books.

Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

8. Physical environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises.

There are no parts of the school to which pupils with disabilities have limited or no access to.

The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.

Where entrances to the school are not flat, a ramp is supplied for access.

Wide doors are fitted throughout the school to allow for wheelchair access.

The corridor flooring and lighting is designed to support those who are visually impaired.

There are quiet spaces around the school to support well-being and mental health.

There are small (break-out) learning areas for group learning.

There is a loop system fitted to Key Stage 2.

9. Monitoring and review

This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published.

The governing board and headteacher will review the policy in collaboration with the SENDCO.

Appendix A – Accessibility Plan

Planning duty 1: Curriculum

Governing boards must undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures should be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents. A grid, like the one below, should be completed for the curriculum, physical environment and information provision.

	Issue	What	Who	When	Outcome	Review
Short term	Improve pupil recall and short term memory in order for learning to become longer term and pupils able to recall.	INSET around Rosenshine Principles and further evidence based strategies	SENDCo, Headteacher, Leadership Team	Autumn 2022-2023	Teachers to have a greater understanding of memory recall and teaching strategies	Summer 2022-2023
	Staff members need classroom support for dysregulated pupils with/without SEND	INSET provided to staff members Training for teachers on differentiating the curriculum	Headteacher, external advisors, SENDCO	Summer 2020-2021	Staff members have the skills to support pupils with SEND and staffing adequate to support dysregulated pupils	Autumn 2021-2022
Medium term	Staff members to re-assess whether the curriculum is accessible to all	Audit of the curriculum	Headteacher, teachers, SENDCO	Spring/Summer 2020-2021	Management and teaching staff are aware of the accessibility gaps in the curriculum and plan for these	Summer 2020-2021
	Develop a CPD programme to ensure staff are knowledgeable in terms of needs of pupils and disabilities	Audit of current needs and staff expertise	Headteacher, SENDCo, Teaching Staff	Summer 2020-2021	All teaching staff able to meet needs of pupils and offer support to new staff.	Autumn 2021-2022

	and strategies to support them					
Long term	Pupils with SEND cannot access lessons	Provide tablets / laptops and other adjustments for pupils with SEND	Headteacher, ICT manager, SENDCO	Autumn 2020	Pupils with SEND can access lessons	Autumn 2021-2022
	To deploy Teaching Assistants effectively to support pupils access to curriculum whilst promoting independence	Review pupil needs and independence, in addition to staff skills and expertise.	Headteacher, SSM, SENDCo	Ongoing	All pupils are supported to achieve their full potential without discrimination or barriers	Autumn 2021-2022

Planning duty 2: Physical environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents.

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the school's physical environment is accessible to all needs	Audit of physical environment	Headteacher, SSM, Governors	Spring 2020	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Summer 2021

	Learning environment of pupils with visual impairments is not accessible	Incorporation of appropriate colour schemes	Headteacher, SSM, Teachers	Spring 2020	Learning environment is accessible to pupils with visual impairments	Autumn 2021
Medium term	To extend the use of technology across the curriculum / as well as computing curriculum	Incorporate into subject planning and home learning	Headteacher, computing lead, SSM	Autumn 2022-2023	Increased provision of working hardware for pupil use. Development of computing curriculum to use program eg Purple Mash (School and Home)	Summer 2022-2023
Long term	Review if children with physical disabilities cannot access school buildings	Construction work undertaken	Headteacher, SSM, Governors	Summer 2021	School buildings / grounds are fully accessible	Autumn 2021
	Review access to playtrails and steps	Construction work undertaken	Headteacher, SSM, Governors	Summer 2022-2023	Fully accessible outdoor areas	Autumn 2024-2025

Planning duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents.

	Issue	What	Who	When	Outcome	Review
Short term	Lack of signage	Review parent feedback. Make information clear to all.	Headteacher, SSM	Autumn 2022-2023	Improved signage around school site	Summer 2022-2023

	Use of home/school technology	Use Microsoft Teams to communicate some Home Learning where possible for the majority of pupils	Class teachers, Headteacher.	Summer 2020-2021	Improved home/school offer of provision supporting learning	Spring 2021-2022
Medium term	Ensure families feel supported and know where they can seek help	Find information to support families from the Council and National support networks	SENDCo, Parent Support Worker, Headteacher	Spring 2021-2022	Families feel well equipped and supported	Autumn 2022-2023
	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing and install window blinds	Headteacher, SENDCO, SSM, Governors	Spring 2021-2022	Written information is fully accessible to children with visual impairments	Autumn 2022-2023
Long term	School website is not accessible to children with SEND	Audit of website	Headteacher SENDCo, Teachers	Summer 2021	Website is fully accessible	Autumn 2022-2023