



Leigh St Peter's CE Primary School

Accessibility Policy

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Accessibility Policy

Our Christian Vision is:

"Let Your Light Shine" Matthew 5:16

Vision & Values:

Our Christian Vision is to provide a happy, safe, and caring high quality learning environment where all members of the school community have the opportunity to flourish; 'living life in all its fullness'. Our Christian Values have been developed in line with everyone who is invested in our school community: its pupils, parents', staff, and governors and we aim to ensure that these Christian Values are at the heart of everything we do at Leigh St Peter's CE Primary School.

Rationale

We currently support children with a range of additional needs including;

- ⇒ Asthma
- ⇒ Eczema
- ⇒ Allergies
- ⇒ Social Communication Needs – e.g. Autism Spectrum Disorder (ASD) and Attention-deficit/hyperactivity disorder (ADHD).
- ⇒ A range of medical conditions.
- ⇒ Sight Impairment.
- ⇒ Longer term medical needs.

We collect information from other Early Years providers during Transition, so that we are prepared to support any additional needs when children join our school. We liaise with parents/carers and professionals involved with children to ensure we provide the right care for their needs. We are a community school for boys and girls with an age range of 2 years to 11 years. The school comprises of one building covering a large site, of one storey construction.

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 pupils with disabilities can participate in the curriculum
- ⇒ Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- ⇒ Improve the availability of accessible information to pupils with disabilities.

Legislation & Guidance

Equality Act 2010 <https://www.legislation.gov.uk/ukpga/2010/15/contents>

The Disability Discrimination Act (amended for school 2001) <https://www.legislation.gov.uk/ukpga/2001/10/contents>

Inclusive School (DfES 0774/2001) <https://webarchive.nationalarchives.gov.uk/ukgwa/20130108183626/https://www.education.gov.uk/publications/eOrderingDownload/DfES-0774-2001.pdf>

SEN & Disability Act 2001 <https://www.legislation.gov.uk/ukpga/2001/10/contents>

The SEN Revised Code of Practice 2002

<https://webarchive.nationalarchives.gov.uk/ukgwa/20130108183626/https://www.education.gov.uk/publications/eOrderingDownload/DfES-0774-2001.pdf>

Code of Practice for Schools (Disability Rights Commission) • <https://www.drc.org.uk/education.aspx>

ISI inspection <https://www.isc.co.uk/sector-info/school-inspection/>

Definition of Disability

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, 'longterm' 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.

It should be noted that this definition is not just regarding physical difficulties but also covers a wide range of learning difficulties and impairments resulting from, or consisting of, a mental illness.

In addition, there is a range of 'hidden impairments' such as:

- ⇒ Dyslexia
- ⇒ Speech and Language Impairments
- ⇒ Autism
- ⇒ Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a student is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered;

- ⇒ Mobility
- ⇒ Manual dexterity
- ⇒ Physical coordination
- ⇒ Continence
- ⇒ Ability to lift, carry or otherwise move everyday objects
- ⇒ Speech, hearing or eyesight
- ⇒ Memory or ability to concentrate, learn or understand
- ⇒ Perception of risk of physical danger

Reasonable Adjustments Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities.

- ⇒ When something we do places a disabled student at a substantial disadvantage to other students, we must take reasonable steps to avoid that disadvantage. 'Enjoy each day as we learn along the way'
- ⇒ We will be expected to provide an auxiliary aid or service for a disabled student when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the student faces in comparison to his nondisabled peers.
- ⇒ A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

Key Objectives

- ⇒ To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students, and prospective students, with a disability.
- ⇒ Provide a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached are a set of action plans showing how the school will address the priorities identified in the plan.

Action Plan

IMPROVING ACCESS TO THE CURRICULUM

Target	Actions	Responsibility	Timescales	Resources	Measurable Impact	Arrangements for M&E
Ensure that all staff are adequately trained to meet the individual needs of pupils including any medical needs – this may include additional training for staff prior to a disabled person attending the school.	<p>Parent/carer/pupil/staff arrangements for meetings in place prior to pupil attending school.</p> <p>Lines of communication and training needs established with paediatric nurse, other outside agencies, parents/carers and school staff if necessary.</p> <p>Health Care Plans to be in place with medical needs and created in partnership with parents/carers and outside agencies (where required) Staff to have access to National College for training in specific areas e.g. Asthma</p>	<p>SENDCo to organise communication and timelines.</p> <p>SENDCo to ensure Health Care Plans are in place for individual pupils.</p>	Immediately after a pupil is identified to admit to the school.	SENDCo release time.	Pupil induction and arrangements for access to the curriculum to be measured through pupil progress meetings, pupil voice, pupil profile targets and lesson visits.	Pupil progress meetings termly. Termly SENDCo report to Governing Board.
Considering amending the teaching/school day for a disabled person, including arrival and departure arrangements.	Headteacher to meet with parents/carers if request is made.	Headteacher	Prior to a pupil being admitted and then by annual review.	N/A	Access for pupils at different times in school day is maintained if necessary.	Pupil and parent annual questionnaire or responses

IMPROVING ACCESS TO THE CURRICULUM (CONTINUED...)

Target	Actions	Responsibility	Timescales	Resources	Measurable Impact	Arrangements for M&E
Provide specialist equipment (as per any professional recommendations) to promote participation in learning by all pupils.	<p>Budget.</p> <p>Access the needs of the children in each class and provide equipment as needed e.g. special pencil grips, headphones, writing slopes, large print, Braille, special fonts etc.</p> <p>Pupil profiles to detail any specialist equipment for pupils to access the curriculum.</p>	Headteacher/ Staff	Prior to a pupil being admitted and then ongoing.	Allocated Budget.	Pupil progress meetings, pupil voice, pupil profile targets and lesson visits.	Pupil Progress/ Regular meetings.
Meet the needs of individuals during statutory end of KS2 assessments.	Access arrangements to be applied for and in place for pupils who need it in accordance with regular classroom practice e.g. additional time, rest breaks etc.	Headteacher/ Staff	Prior to a pupil being admitted and then ongoing	Allocated Budget.	Pupil progress meetings, pupil voice, pupil profile targets and lesson visits	Pupil progress/regular meetings.
Access to educational visits, trips, lunchtime activities, P.E lessons.	<p>Access arrangements and risk assessments to be in place for pupils where necessary.</p> <p>Adaptations to be made to activities if needed. Input by Happy Smiles Workshop (Disability)</p>	Headteacher/ Staff	<p>Ongoing as required.</p> <p>Termly as required.</p>	Allocated Budget.	Pupil progress meetings, pupil voice, pupil profile targets and lesson visits	Pupil progress/regular meetings.

IMPROVMENTS TO THE PHYSICAL ENVIRONMENT

Target	Actions	Responsibility	Timescales	Resources	Measurable Impact	Arrangements for M&E
Purchasing furniture which can be easily moved to allow for movement of wheelchairs and toileting arrangements.	Incorporate in budget annually and / or amend if individual needs must be met when the child is admitted	Headteacher/ FGB	Prior to a pupil being admitted and then by annual review	Allocated Budget	Pupils are more comfortable and can move easily in classes / toilets.	Pupil Survey annually.
Purchasing tables and chairs that can be adjusted to different heights.	Incorporate in budget annually and / or amend if individual needs must be met when the child / adult is admitted	Headteacher/ FGB	Prior to a pupil being admitted and then by annual review	Allocated Budget	Pupils are more comfortable and can move easily in classes.	Pupil and parent survey annually
Ensuring any potential trip hazards for pupils with visual impairment are clearly marked and access/exits remain clear at all times.	Entry/exit points are inspected daily where applicable, and any hazards are clearly marked with High Visibility tape etc	Site Manager responsible to Headteacher.	Daily	N/A	Pupils can move around school and classes with ease without concerns of trips and physical hazards causing barriers.	Pupil, parent and staff termly survey or as required for new pupils.
Improve and maintain access to the physical environment.	The environment is adapted to the needs of pupils as required and includes: ⇒ Corridor width. ⇒ Disabled Parking bays. ⇒ Disabled toilets and changing facilities. ⇒ Shelving where required at wheelchair height. ⇒ Tactile paving. ⇒ Drop kerbing Large print signs.	Headteacher/ FGB	Prior to a pupil being admitted and then by annual review	Allocated Budget	Pupils can move around school and classes with ease without concerns of trips and physical hazards causing barriers.	Pupil, parent and staff termly survey or as required for new pupils.