

# Sutton Benger CE

## Voluntary Aided Primary School

*Where hands create, hearts are cherished,  
thought is inspired and learning flourishes*



### SUTTON BENGHER C OF E AIDED PRIMARY SCHOOL ACCESSIBILITY PLAN

#### 1. Context

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995) and to further the aims of the school by continuing to improve all aspects of the physical environment of the school site and other resources so that all disabled pupils can take full advantage of the education and associated opportunities provided by the school.

#### 2. Definitions

The Disability Discrimination Act describes a disability as a “physical or mental impairment which has a substantial and long-term adverse effect upon their ability to carry out normal day-to-day activities” Impairments include sensory impairments – such as those affecting sight or hearing, and people who have had a disability are protected from discrimination even if they no longer have a disability. Mental illnesses that are clinically well-recognised are included. So, for example, medically diagnosed ADHD is considered a disability under the Disability Discrimination Act. While many disabled pupils have, or may be eligible for, statements of Special Educational Needs, not all disabled pupils have SEN. Equally, not all pupils with SEN will necessarily have a disability under this legislation.

At Sutton Benger Primary School, we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Sutton Benger Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The following areas will form the basis of the Accessibility Plan with relevant actions to:

- Increase access to the curriculum, incorporating after-school and out of school activities and including educational visits.
- Improve access to the physical environment of the school
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities

It is acknowledged that there will be the need for ongoing awareness raising and training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.

This Accessibility Plan should be read in conjunction with the Single Equalities Policy and Information

### **3. Scope of the Accessibility Plan**

#### **a) Improving access to the physical environment of schools**

This includes improvements to the environment of the school, which can include visual, acoustic and physical environments. All new school buildings have to comply with the Building Regulations and the Education (School Premises) Regulations 1999 and should be physically accessible to disabled pupils. Much of the work in the area of improving the physical environment will therefore involve improving access to existing buildings and grounds.

#### **b) Increasing access for disabled pupils to the curriculum**

Access to the curriculum covers not only teaching and learning, but also the wider curriculum such as after-school activities, leisure, sporting and cultural activities or school visits. LAs may be able to help schools by offering staff training, encouraging schools to work together and share good practice, and by offering schools a range of support services such as advice on teaching techniques, classroom management and curriculum material.

#### **c) Improving the delivery of written information to disabled pupils**

This covers planning to make written information normally provided by the school to its pupils available to disabled pupils. Information should take account of pupils' disabilities and parents' preferred formats and should be made available within a reasonable timescale. LAs and schools have a duty to review their strategies and plans, revise them if necessary and to implement them. LAs and schools should prioritise resources for implementing their strategies and plans.

### **4. Recent school developments**

2013 Annual staff training in anaphylaxis and use of EpiPens  
2013 Staff training in Haemophilia awareness  
2012 Disabled toilet and shower area included as part of building project  
2012 New main entrance built in accordance with access requirements  
2012 Reception hatch height and buzzer located at appropriate heights  
2010 Adjustable wheel chair secured on loan from County for individual pupil

### **5. Maintenance and renewal**

Reviewed: February 2014  
Approval on: February 2014  
Next Review Date: February 2017

To ensure that these developments do not fall into disrepair all improvements made under this Accessibility Plan will be built into the regular checks of the person responsible for Health and Safety within the school.

## **6. Individual needs**

Priorities set out in this plan may change to accommodate the changing needs of individuals, as advised by the Headteacher and the SENCO.

Personal evacuation plans will be put in place for every disabled pupil and staff member.

## **7. Priorities**

*Specific priorities include:*

- To review the school's responsibilities in this area under the new provisions of the Equality Act (2010).

*In addition to these priorities the school will:*

- Provide ongoing training as necessary (e.g. intimate care, use of Epipens, Team Teach, etc)

## **8. Curriculum delivery**

The school's Single Equalities Policy and SEN Policy make clear the school's approach to the delivery of the curriculum. The school actively seeks the support and advice of all relevant services to ensure the curriculum is accessible to all students. Relevant modifications to the delivery of the curriculum are negotiated on an individual basis as required.

## **9. Associated policies and plans**

This plan should be read in conjunction with other relevant documents including:

Single Equalities Policy

Special Educational Needs Policy

Curriculum Policy

School's Self Evaluation Form

School Improvement and Development Plan

## **10. Review and Evaluation**

This plan has the status of a policy of the Governing Body and will be reviewed every three years in accordance with the Schedule of Governance. It is monitored and evaluated by the Headteacher and Governing Body.