



Eastlands Primary School

## Accessibility Policy

Date	Review Date	Coordinator	Nominated Governor
Feb 2017	Feb. 2020	Sarah Meek	Paul Albon
	(annual/biannual/ <u>triennial</u> )	Website publication <u>Yes /No</u>	Committee FGB/FPP/ <u>C&amp;S</u>

This policy is written with regard to the following legislation:

- Road Traffic Act 1991
- Education (School Premises) Regulations 1999
- Special Educational Needs and Disability Act 2001
- Regulatory Reform (Fire Safety) 2005
- Equality Act 2010
- School Premises (England) Regulations 2012
- Accessible Schools: Planning to Increase Access to Schools for Disabled Pupils (DCSF)
- Planning and Access for Disabled People – A Good Practice Guide (Department for Communities and Local Government)
- Promoting Disability Equality in Schools (DCSF)

### Rationale

The School has a duty under the Road Traffic Act 1991, the Fire Safety Regulatory Reform Order 2005 and the Equality Act 2010 to ensure:

- Disabled pupils can fully participate in the school curriculum
- The physical environment of the school supports and increases the extent to which disabled pupils are able to take advantage of all school services
- That physical and learning environments can be reasonably accessed by disabled pupils to meet their needs

The Special Educational Needs Disability Act defines disability as people who have any of the following:

- Physical disability
- Sensory impairment such as visual and hearing
- Mental health problems
- Chronic illness such as asthma, epilepsy and diabetes
- Medical conditions
- Asperger's Syndrome / Autism Spectrum Disorder
- Special learning difficulties
- Any other condition which affects people's ability to study

We aim to provide access to our buildings, facilities and curriculum for all those who wish to access them. We are committed to improving access within the limitation of the physical structure of the buildings and other resources.

This policy will be reviewed annually as we are committed to providing a safe and welcoming school that is accessible to all pupils, school personnel and visitors to Eastlands Primary School.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

### **Aims:**

#### **An Accessibility Policy is in place to ensure that school:**

- makes every child feel welcome
- values all pupils equally
- has high expectations of all pupils
- identify and remove all barriers to learning and participation
- regularly review the school premises
- make reasonable adjustments to ensure that pupils, school personnel or visitors are not disadvantaged in anyway
- anticipate the needs of pupils, school personnel or visitors before they join the school
- work with others to share good practice

### **Responsibility for the Policy and Procedure**

#### **Role of the Governing Body:**

- A duty to identify barriers to access, to regularly review the school premises and to produce an accessibility plan;
- Delegate this responsibility to the Finance and Premises subcommittee and the Headteacher;
- Delegate powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- Responsibility for ensuring that the school complies with all equalities legislation;
- Nominated a designated Equalities Governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are in breach of this policy;
- Responsibility for ensuring funding is in place to support this policy;
- Responsibility for ensuring this policy and all policies are maintained and updated regularly;
- Responsibility for ensuring all policies are made available to parents;
- Responsibility for the effective implementation, monitoring and evaluation of this policy;

#### **Role of the Headteacher and Senior Leadership Team:**

The Headteacher and the Senior Leadership Team will:

- Ensure all school personnel, pupils and parents are aware of and comply with this policy;
- Work closely with the Governing Body;
- Provide leadership and vision in respect of equality;
- Provide guidance, support and training to all staff;
- Monitor the effectiveness of this policy;

#### **Role of School Personnel:**

- School personnel will comply with all aspects of this policy;
- Implement the school's Equality Policy;

- Report and deal with all incidents of discrimination;
- Attend appropriate training sessions on equality;

**Vision Statement:**

**Eastlands is a welcoming school where your child will be inspired and motivated to learn, develop and achieve through commitment, team work and a sense of belonging to a caring school community.**

**Our strengths are:**

- **The high quality education we provide to all children**
- **The happy, safe and secure learning environment**
- **The positive relationships established between staff, governors, children and the school community as a whole."**

At Eastlands Primary School we endeavour to provide high quality education for all children within a happy, safe and secure learning environment.

We are committed to establishing positive relationships between children, parents, staff, governors and the school community as a whole.

**Monitoring the Effectiveness of the Policy**

This policy will be reviewed annually or when the need arises by the Headteacher or Governing Body.

## Appendix A Identifying Barriers to Access - Curriculum

Question	Yes	No	Action/Comment
Are teachers and support staff receiving training to teach and support disabled pupils?	Yes		Relevant staff receive relevant training. School nurse training is provided for any medical needs such as Epi pen training September 2015.
Are classrooms optimally organised for disabled pupils?			Classrooms in the building are of average size and there is limited space for wheelchair movement.
Do lessons provide opportunities for all pupils to achieve?	Yes		Children are assessed and pre-taught concepts to support them as well as adult support in class.
Are lessons responsive to pupil diversity?	Yes		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Yes		All lessons have a combination of all different groupings.
Are all pupils encouraged to take part in music, drama and physical activities?	Yes		
Do staff recognise and allow for the mental effort expended by able & disabled pupils, for example using lip reading?	Yes		
Do staff allow for the additional time required by some disabled pupils to use equipment in practical work?	Yes		If applicable
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	Yes		If applicable
Is there access to appropriate computer technology for pupils with disabilities?	Yes		If applicable
Are school visits made accessible to all pupils irrespective of attainment or impairment?	Yes		e.g. extra adult supervision on trips
Are there high expectations of all pupils and do all staff seek to remove all barriers?	Yes		

Do staff seek to remove all barriers to learning and participation?	<b>Yes</b>		
Are after school activities accessible to all pupils?	<b>Yes</b>		Any pupil can attend an after school club with parental permission although age and capacity are considered for certain activities as well as some activities have a fee.

### Appendix B Identifying Barriers to Access - Premises

Question	Yes	No	Action/Comment
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, dining area, library, indoor and outdoor sporting facilities, playgrounds and common rooms allow access for all pupils or members of staff?	Yes		Classrooms in the building are average size and there is limited space for wheelchair movement.
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities?		No	All exits/ entrances do not have steps however the width of doorways may prohibit wheelchair access.  Before / After school club is in a cabin accessed only by stairs and is not wheelchair accessible.
Are pathways of travel around the site and parking arrangements safe, routes logical and well signed?	Yes		
Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		No	We do not have a visual component to our alarm.
Are non-visual guides used, to assist people to use buildings, ie lifts with tactile buttons?			N/A
Could any of the decor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		No	
Are areas to which pupils should have access well lit?	Yes		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	Yes		If applicable  Carpet in all classrooms.
Is furniture and equipment selected, adjusted and located appropriately?	Yes		If appropriate
Is the equipment in the disabled toilet properly installed and accessible?	Yes		We do have a wet room / shower.
Do staff have access to training?	Yes		
Do policies reflect the school's aims?	Yes		