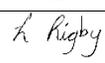


# ST PHILIP'S CE PRIMARY SCHOOL



## **Accessibility Policy**

**September 2017**

Reviewed by Governors	
Reviewed by Staff	September 2017
Date of implementation	September 2017
Date of Review	September 2019
Signed by Chair	
Signed by Headteacher/ Coordinator	

**ST. PHILIP'S CE PRIMARY SCHOOL**  
**ACCESSIBILITY POLICY**

**OUR MISSION STATEMENT**

We belong to a loving Christian Family, aiming to give of our very best, valuing each other and achieving our full potential in life.

**SCHOOL MOTTO**

Together We Achieve

**INTRODUCTION**

**Definition of Disability**

"...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.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect."

*Equality Act 2014*

**MAIN OBJECTIVES**

The duty to make reasonable adjustments applies only to disabled people. For schools the duty is summarised as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.
- Schools are not subject to the requirement of reasonable adjustment duty concerned with making alterations to physical features because this is already considered as part of their planning duties.

**PRINCIPLES**

Schools must implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils.

Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.

OFSTED inspections may include a school's accessibility plan as part of their review.

The school recognises its duty under the Equality Act 2010:

- Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services.
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning style, by:

- Setting suitable learning challenges.
- Responding to pupils diverse learning needs.
- Overcoming potential barriers to learning and assessment for individual and groups of pupils.
- Endorsing the key principles in the National Curriculum Framework, which underpins the development of a more inclusive curriculum

This plan will contribute to the review of the school development plan and to related school policies/documents including:

- SEND Policy
- Medical Needs Policy
- Equality Scheme

## **PROVISION**

This section outlines the main provisions St Philip's CE Primary School has made and is planning to make to achieve the key objectives.

## **DELIVERY OF THE CURRICULUM**

- When applicable staff receive training in making the curriculum accessible to all pupils and are aware of its importance.
- The school will continue to seek and follow advice of LA services, such as specialist teacher advisors, sensory support team, SEND inspectors/advisors, Outreach services and of appropriate health professionals from the local NHS trusts.

## **PHYSICAL ENVIRONMENT**

The old site is approximately \_\_\_ years old and accessibility was not taken into consideration when planning the school. This building is split level, with a wheelchair lift available for users who need to get from the higher level to the lower ground floor level of the school. Both higher and lower ground floor levels have Emergency exits. The new building which is 4 years old is completely accessible on one level with wheelchair access throughout.

The school takes into account the needs of pupils, parents, staff, governors and other users with physical difficulties and sensory impairments when planning and making further improvements and refurbishments of the premises such as improved access, lighting, acoustic treatment and colour schemes – using more accessible facilities and fittings.

## **PROVISION OF INFORMATION IN OTHER FORMATS**

The school is aware of local services including those provided through the LA, for providing information in alternative formats when required or on request. The plan is also available on the school website or on request to the Headteacher in the following formats:

- Email
- Enlarged print version
- Other formats by arrangement

## **PARENTS/CARERS/SHARED COMMUNITY**

It is the school's responsibility to keep all aware and updated on its accessibility, including parents and carers. The school will publish its Accessibility Policy on the school website to inform all involved with the school of their duties. This will be taken into consideration when setting out the Accessibility Plan. The plan will be approved by the Full Governing Body Autumn 2017.

## **INTRODUCTION TO THE ACCESSIBILITY PLAN**

The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas.

The current law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.

The law on disability discrimination is different from the rest of the Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. The definition of what constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the regime for children with special educational needs.

The disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA). There are some minor differences as follows:

- Unlike the DDA the Equality Act does not list the types of day to day activities which a disabled person must demonstrate that they cannot carry out, thus making the definition of disability less restrictive for disabled people to meet.
- Failure to make a reasonable adjustment can no longer be defined as justified. The fact that it must be reasonable provides the necessary test.
- Direct discrimination against a disabled person can no longer be defended as justified – bringing it into line with the definition of direct discrimination generally.
- The Governing Body of St Philip's CE Primary School have a duty to supply auxiliary aids and services, along with reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements or from other sources.

The school's accessibility plan will be resourced, implemented and reviewed and revised regularly.

