

Greenfields  
Community Primary School



# **Accessibility Policy & Plan**

June 2016



# Accessibility Policy & Plan

This policy is fully compliant with legislation within the Equality Act 2010 (schedule 10, paragraph 3) and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools (England) Regulations 2005.

## INTRODUCTION

At Greenfields we aim to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community positively and, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

## OUR KEY OBJECTIVE

The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life.

## DEFINITION OF DISABILITY

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. In this policy and plan, we use the term 'disability' as defined by the Equality Act 2010:

'A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities.'

## ACCESSIBILITY POLICY

The Governing Body is committed to delivering three key duties towards disabled pupils:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

The school recognises and values parents' knowledge of their child's disability and its effects on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils.

## ACCESSIBILITY PLAN

We are committed to providing an environment that enables full curriculum access, that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The purpose of the plan is to set out the proposals of the Governing Body to increase access to education for disabled pupils:

- increasing the extent to which disabled pupils can participate in the school curriculum – this encompasses teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services – this includes working in partnership with the Local Authority to add specialist facilities as necessary and covers improvements to the physical environment of the school and physical aids to access education, all within a reasonable time-frame.
- improving the delivery of written information to pupils, staff, parents and visitors with disabilities - examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats, again all within a reasonable timeframe.

As a school we will ensure that we keep up-to-date with any changes to support services and take advantage of any advice and training. Our whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.

The school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

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

## POLICY & PLAN MONITORING & REVIEW:

Implementation and effectiveness will be monitored through Governing Body committees and reported to the Full Governing Body.

The Accessibility Policy and Plan will be reviewed every three years and approved by the Governing Body. At Greenfields, the review process has been delegated to the Business & Operations Committee of the Governing Body.

The next scheduled review is **June 2019**.

**ACCESSIBILITY PLAN****CURRICULUM**

Action	Persons Responsible	Timescale	Resources	Intended Outcome	Monitoring
<ul style="list-style-type: none"> <li>▪ Reinforce responsibilities of all teachers as outlined in the Teachers Standards</li> <li>▪ Ensure all classrooms and resources are organised in accordance with pupil need and in line with classroom checklist.</li> <li>▪ Staff training in disability awareness to reflect diverse needs of pupils</li> </ul>	All staff	2016/17	<p>Non-contact time for SENCo</p> <p>Staff meeting time</p>	Effective learning environments created for all pupils utilising best practice and feedback from pupils	SENCo through observation and sampling lesson planning
<ul style="list-style-type: none"> <li>▪ Review accessibility of IT hardware (notepads, whiteboards etc.)</li> <li>▪ Involve pupils in review of hard &amp; software.</li> <li>▪ Prioritise new IT purchases</li> </ul>	SENCo & IT co-ordinator	2017/18	Non-contact time for SENCo & IT Co-ordinator	IT is appropriate for pupils with disabilities	<p>Senior Leadership Team</p> <p>Business &amp; Operations Committee (BOC)</p>
<ul style="list-style-type: none"> <li>▪ Audit participation in extra-curricular activities and identify any barriers.</li> <li>▪ Ensure school activities are accessible to all pupils</li> <li>▪ Consider TA deployment to cover extra-curricular activities if needed.</li> <li>▪ Seek LA advice about accessible venues for residential trips etc.</li> </ul>	<p>SENCo</p> <p>Education Visits Co-ordinator</p>	2018/19	<p>Training needed on risk assessments for trips and extra-curricular activities</p> <p>Contingency budget for TA cover for extra curricular activities if needed.</p>	Increased participation in wider school activities	<p>Senior Leadership Team</p> <p>Business &amp; Operations Committee (BOC)</p>

<b>PHYSICAL ENVIRONMENT</b>					
Action	Persons Responsible	Timescale	Resources	Intended Outcome	Monitoring
<ul style="list-style-type: none"> <li>▪ Review personal evacuation plans.</li> <li>▪ Improve signage of evacuation procedures</li> <li>▪ Review internet safety signs and displays</li> <li>▪ Ensure signage relates to room functions.</li> </ul>	SENCo	2016/17	Non-contact time for SENCo	Signs around school contribute to site access and meet diverse needs of pupils, staff, parents and community users	Senior Leadership Team Business & Operations Committee (BOC)
Consider what support parents and carers need to access school meetings and events.	All staff	2017/18		Access issues addressed before events happen, increasing participation	Headteacher
Identify improvements to KS2 playground, involving pupils in designing new area	Senior Leadership Team	2018/19	Budget for playground improvements	Increased site access, meeting diverse needs of pupils with disabilities.	Headteacher Business & Operations Committee (BOC)

<b>ACCESS TO WRITTEN INFORMATION</b>					
Action	Persons Responsible	Timescale	Resources	Intended Outcome	Monitoring
<ul style="list-style-type: none"> <li>▪ Provide documentation in alternative formats (e.g. large print and audio) as required.</li> <li>▪ Monitor uptake of documents in alternative formats</li> </ul>	Headteacher and office staff	2016/17	Cost of reprographics etc. based upon the specific request	All stakeholders have access to school documentation in a format that is accessible to them.	Headteacher Business & Operations Committee (BOC)
Review accessibility of newsletter and letters for parents.	Headteacher	2017/18	Time to develop the school website.	All stakeholders can access school news	Business & Operations Committee (BOC)
Review the format of homework information in terms of its accessibility to all pupils, parents and carers	Senior Leadership Team	2018/19	Time to develop homework section of the school website.	Pupils, parents and carers have homework information in an accessible format	Headteacher Business & Operations Committee (BOC)

**GENERAL**

Action	Persons Responsible	Timescale	Resources	Intended Outcome	Monitoring
<ul style="list-style-type: none"> <li>▪ Review assembly themes</li> <li>▪ Involve local disability groups in assemblies and visits to school</li> </ul>	Headteacher	2016/17	Reprographics	Positive attitudes of disability displayed	Senior Leadership Team  Business & Operations Committee (BOC)
Consider disability access when writing subject improvement plans.	All subject co-ordinators	2017/18	Included in time allocated for school improvement planning	All subject improvement plans support main School Improvement Plan with reference to disability access and awareness.	Headteacher
<ul style="list-style-type: none"> <li>▪ Analyse impact of existing school policies in relation to pupils with disabilities, involving pupils in all reviews.</li> <li>▪ Consult pupils and staff on any proposed changes and introduce revised policies</li> <li>▪ Publish revised policies on school website</li> </ul>	Senior Leadership Team	2018/19	Time to review policies.  Time to develop the school website.	All school policies consider the implications of Disability Access.	Senior Leadership Team  Business & Operations Committee (BOC)