

Greenfields

Community Primary School,
Nursery & Pre-School



Accessibility Policy & Plan

2017 – 2020

(July 2018 update)



Greenfields Community Primary School

Accessibility Policy & Plan

Our Accessibility policy and plan are 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.

AIMS OF THE PLAN

- To create opportunities for every child to develop and learn
- To release potential in people to make the most of themselves
- To achieve excellence in standards of education & skill for all children
- To ensure the building and premises are accessible to all users, including pupils, parents/carers and visitors.
- To link with the school Single Equality Scheme Action Plan in order to have due regard to the duties from the Equality Act as follows:
 - Eliminate unlawful discrimination, harassment and victimisation;
 - Advance equality of opportunity between different groups; and
 - Foster good relations between different groups.

INTRODUCTION

This plan is drawn up in accordance with the duties in the Equality Act 2010, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfE in 2002 and the Educational Needs and Disability Regulations 2014.

DEFINITION OF DISABILITY

Disability is defined by the Equality Act 2010 as:

"A person has a disability if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on his or her ability to do normal day to day activities".

KEY OBJECTIVE

To reduce and eliminate barriers of access to the curriculum, and to enable full participation in the school community for pupils, prospective pupils and our adult users with a disability.

PRINCIPLES

1. Compliance with the Equality Act is consistent with the school's Single Equality Scheme and Action Plan, and the operation of the school's SEN policy;
2. The school recognises its duties under the Equality Act (as amended by the SENDA):
 - eliminate unlawful discrimination, harassment and victimisation;
 - advance equality of opportunity between different groups; and
 - foster good relations between different groups.
 - 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.
3. In performing their duties, governors and staff will have regard to the Technical Guidance on the Public Sector Equality Duty written by the Equality & Human Rights Commission.
4. In performing their duties, governors and staff will have regard to the Special Educational Needs and Disability regulations 2014.
5. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to do normal activities, and respects the parents' and child's right to confidentiality.
6. Schedule 10 (Accessibility for Disabled Pupils) of the Equality Act also requires schools to:
 - Increase the extent to which disabled pupils can participate in school curriculum
 - Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services, provided or offered by the school,
 - Improving the delivery to disabled pupils of information which is readily accessible to pupils which are not disabled.
7. 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 styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils.

ACTIONS

The School has identified a range of actions for development in line with the duties arising from the Equality Act 2010 and other relevant statutory regulations and will review in light of periodic changes in such regulations as necessary. A priority list is identified in the accessibility plan enclosed for the period 2017 - 2020 academic years. This plan will become an appendix to the school School's Single Equality Scheme.

LINKED POLICIES

This Plan will contribute to the review and revision of related school policies, e.g.:

- SEN policy
- Single Equality Scheme & Action Plan
- Equality Impact Assessment Template & Guidance
- Equality & Diversity Guidance for schools
- Guidance on Publishing of Equality Data for Schools
- Curriculum policies
- Behaviour
- Admissions
- Health & Safety

POLICY & PLAN MONITORING & REVIEW:

Implementation and effectiveness is monitored through Governing Board committees and reported to the Full Governing Board.

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

The next scheduled review is **September 2020**.



Greenfields Community Primary School
Accessibility Action Plan 2017 – 2020

| Access to Information | | | | |
|---|---|---|--|---|
| Action | Responsibility (who will be responsible for it?) | Timescale (when will it be done by?) | Intended Outcome | Progress¹ |
| <ul style="list-style-type: none"> Provide documentation in alternative formats (e.g. large print, audio) as required. Monitor uptake of documents in alternative formats | Headteacher and office staff | September 2017 – July 2018 | All stakeholders have access to school documentation in a format that is accessible to them. | Arrangements in place for any requests for documentation in alternative formats. |
| Review accessibility of newsletter and letters for parents. | Headteacher | September 2018 – July 2019 | All stakeholders can access school news | - |
| Review the format of homework information in terms of its accessibility to all pupils, parents and carers | Senior Leadership Team | September 2019 – July 2020 | Pupils, parents and carers have homework information in an accessible format | - |

| Physical Access | | | | |
|---|---|---|--|---|
| Action | Responsibility (who will be responsible for it?) | Timescale (when will it be done by?) | Intended Outcome | Progress |
| <ul style="list-style-type: none"> Review personal evacuation plans. Improve signage of evacuation procedures Review internet safety signs and displays Ensure signage relates to room functions. | SENCo | September 2017 – July 2018 | Signs around school contribute to site access and meet diverse needs of pupils, staff, parents and community users | New signs in place with standard 'Widget' symbols. |
| Consider what support parents and carers need to access school meetings and events. | All staff | September 2018 – July 2019 | Access issues addressed before events happen, increasing participation | - |
| Identify improvements to KS2 playground, involving pupils in designing new area | Senior Leadership Team | September 2019 – July 2020 | Increased site access, meeting diverse needs of disabled pupils | - |

¹ Green (Completed); Amber (On target to be completed on time); Red (Delay in Completion/Not Completed)

| Access to Curriculum | | | | |
|---|---|---|---|--|
| Action | Responsibility (who will be responsible for it?) | Timescale (when will it be done by?) | Intended Outcome | Progress |
| <ul style="list-style-type: none"> ▪ Reinforce responsibilities of all staff as outlined in professional standards ▪ Ensure all classrooms and resources are organised in line with classroom checklist. ▪ Staff training in disability awareness to reflect diverse needs of pupils | All staff | September 2017 – July 2018 | Effective learning environments created for all pupils utilising best practice and feedback from pupils | Classroom learning environments contribute to curriculum access for all pupils. |
| <ul style="list-style-type: none"> ▪ Involve pupils in review of accessibility of IT hardware (notepads, whiteboards etc.) ▪ Prioritise new IT purchases | SENCo & IT co-ordinator | September 2018 – July 2019 | IT is appropriate for pupils with disabilities | - |
| <ul style="list-style-type: none"> ▪ Audit participation in extra-curricular activities and identify any barriers ▪ Consider TA deployment to cover extra-curricular activities if needed ▪ Seek LA advice about accessible venues | SENCo Educational Visits Co-ordinator | September 2019 – July 2020 | Increased participation in wider school activities | - |

| General | | | | |
|---|---|---|--|---|
| Action | Responsibility (who will be responsible for it?) | Timescale (when will it be done by?) | Intended Outcome | Progress |
| Review assembly themes and involve local disability groups in assemblies/school visits | Headteacher | September 2017 – July 2018 | Positive attitudes of disability displayed | Themes reviewed and programme updated. |
| Consider disability access when writing subject improvement plans | All subject co-ordinators | September 2018 – July 2019 | All subject improvement plans pay due regard to disability access and awareness. | - |
| <ul style="list-style-type: none"> ▪ Analyse impact of existing school policies in relation to pupils with disabilities ▪ Consult pupils and staff on any proposed changes and introduce revised policies ▪ Publish revised policies on school website | Senior Leadership Team | September 2019 – July 2020 | All school policies consider the implications of Disability Access. | - |