Accessibility Policy

This policy was updated in October 2020 and adopted by the Finance, Staffing and premises committee on 7.10.20.

Signed _(signature)_ (Head teacher)

Signed _(signature)_ (Chair of Governors/Committee)

This policy is due for review in September 2023.

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St Stephen's C. E. Primary is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents and visitors.

1. Legal framework

1.1. This policy has due regard to legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child

- United Nations Convention on the Rights of Persons with Disabilities

- Human Rights Act 1998

- Special Educational Needs and Disability Regulations 2014

- Education and Inspections Act 2006

- Equality Act 2010

- The Education Act 1996

- The Children and Families Act 2014

- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2014) 'The Equality Act 2010 and schools'

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

1.3. This policy will be used in conjunction with the following school policies and procedures:

- Equality Policy

- Early Years Foundation Stage (EYFS) Policy

- Special Educational Needs and Disabilities (SEND) Policy

- Admissions Policy

- Behavioural Policy

- Supporting Pupils with Medical Conditions Policy

- Administering Medication Policy

- Anti-Bullying Policy

- Curriculum Policy

- Health and Safety Policy

- Data Protection Policy

2. Definition

2.1. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

2.2. The Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

3. Roles and responsibilities

3.1. Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.

3.2. The headteacher, in conjunction with the Site Manager and SENCO, will create an Accessibility Plan with the intention of improving the school's accessibility.

3.3. The above will be responsible for monitoring the Accessibility Plan.

3.4. The full governing body will approve the Accessibility Plan before it is implemented.

3.5. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.

3.6. The headteacher will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.

3.7. During a new pupil's induction, the headteacher will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.

3.8. The headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.

3.9. The headteacher, governing body and SLT will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.

3.10. The SENCO will work closely with the headteacher and governing body to ensure that pupils with SEND are appropriately supported.

3.11. All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010.

3.12. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin.

4. Accessibility Plan

4.1. The Accessibility Plan will be structured to complement and support the school's Equality Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

4.2. The Accessibility Plan will be presented as either a freestanding document.

4.3. The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe.

4.4. The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum

- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer

- To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

4.5. The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in October 2023.

4.6. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

4.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

4.8. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

4.9. Both the Accessibility Policy and Accessibility Plan will be published on the school website.

4.10. An access audit (Appendix B) will be undertaken by the Site Manager and SENCO every year.

4.11. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

4.12. During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.

4.13. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.

4.14. The LA will provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

5. Equal opportunities

5.1. The school strives to ensure that all existing and potential pupils are given the same opportunities.

5.2. The school is committed to developing a culture of inclusion, support and awareness.

5.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.

5.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.

5.6. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

6. Admissions

6.1. The school will act in accordance with the Admissions Policy.

6.2. The school will apply the same entry criteria to all pupils and potential pupils.

6.3. The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.

6.4. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

6.5. Information will be obtained on future pupils in order to facilitate advanced planning.

6.6. Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

7. Curriculum

7.1. The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.

7.2. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.

7.3. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

7.4. The Subject Co-ordinators for each subject and the SENCO will work together to adapt a pupil's Individual Learning Plan, with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

7.5. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

7.6. Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.

7.7. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.

7.8. There are established procedures for the identification and support of pupils with SEND in place at the school.

7.9. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching.

7.10. Specialist resources are available for pupils with visual impairments, such a large print reading apps.

7.11. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes as directed by the class teachers.

8. Physical environment

8.1. The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises.

8.2. There are no parts of the school to which pupils with disabilities have limited or no access to.

8.3. The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.

8.4. There are provisions for nappy changing.

8.5. Where entrances to the school are not flat, a ramp is supplied for access.

8.6. Wide doors are fitted throughout the school to allow for wheelchair access.

8.7. The corridor flooring and lighting is designed to support those who are visually impaired.

9. Monitoring and review

9.1. This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published.

9.2. The governing body and headteacher will review the policy in collaboration with the SENCO and Site Manager.

Appendix A – Accessibility Plan Template

Planning duty 1: Curriculum

Governing bodys must undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures should be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents. A grid, like the one below, should be completed for the curriculum, physical environment and information provision.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff members do not know whether the curriculum is accessible	Audit of curriculum	Subject Leaders/ teachers/SENCO	Spring Term 2021	Management and teaching staff are aware of the accessibility gaps in the curriculum	Oct 2021
	Some staff members do not have the skills to support pupils with SEND with specific disability issues	Training delivered by Health and Low Incidence Team	external advisors/SENCO	As required	Staff members have the skills to support children with specific SEND	Oct 2021
Medium term	School trips do not take into account pupils with SEND	Needs of pupils with SEND incorporated into planning process	Teachers/SENCO/ Educational Visits Co-ordinator	Summer Term 2021	Planning of school trips takes into account pupils with SEND	Oct 2021

Long term	Pupils with SEND cannot access lessons	Provide tablets and other adjustments to pupils with SEND	Headteacher/ICT manager/SENCO/class teachers	September 2021	Pupils with SEND can access lessons	January 2021

Planning duty 2: Physical environment

Governing body's should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents.

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the school's physical environment is accessible	Audit of physical environment – school and external audit	SENCO and Site Manager Gwynneth Evans- Senior Habilitation Officer	October 2020	School is aware of accessibility barriers to its physical environment, and will make a plan to address them	Oct 2021
Medium term	Toilets are not accessible	Handrails installed	SBM	Date	Access to toilets is increased	Date
Long term	Children with physical disabilities cannot access school buildings	Construction work undertaken	SBM/building contractors/Site Manager	Spring Term 2021	School buildings are fully accessible	Oct 2021

Planning duty 3: Information

Governing bodys should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management staff do not know whether school information is accessible or not	Audit of information delivery procedures	SENCO/ICT manager/SLT	Autumn Term 2020	School is aware of accessibility gaps to its information delivery procedures	Oct 2021
	School does not know how to make written information accessible	School seeks advice from external advisors	SENCO	Spring Term 2021	School is aware of local services for converting written information into alternative formats	Oct 2021
Medium term	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments) and install window blinds	SENCO/ICT manager/Site Manager/SLT	Summer Term 2021	Written information is fully accessible to children with visual impairments	Oct 2021
Long term	School website is not accessible to children with SEND	Audit of website	SENCO/ICT manager	Summer 2021	Website is fully accessible	Oct 2021

Appendix B - Accessibility Audit: a checklist for governors

Under the Equality Act 2010, it is a legal requirement for schools to provide equal opportunities for all pupils, including equal access to the physical environment, information, and the curriculum without hinderance. The school must also accommodate the needs of staff and visitors who have disabilities, both inside its buildings and on its grounds.

How to use this audit

This audit is designed to be used by governors and will be carried out every **year** on **date**. It comprises three sections: **access to the curriculum**, **access to the physical environment**, and **access to information**. Each question includes an area for governors to write the school's response, any further comments needed, and what evidence there is for the school's response.

The first page – **recommendations** – provides space for governors to write any recommendations that should be carried over to the school's **accessibility access plan**. Additional pages may be printed if the governor's recommendations do not fit on one page or various areas of the school (e.g. early years programmes attached to a primary school) are being audited separately.

An audit for all types of disability

While conducting this audit, governors should consider all kinds of disabilities or impairments, which may include:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid.
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired.
- **Visual disabilities** – this includes those with visual impairments and sensitivities, so lighting, glare, contrast and colour should be considered.
- **Auditory disability** – this includes those with hearing impairments and sensitivities, so induction loops, visual signals and acoustics should be considered.
- **Comprehension** – this includes hidden disabilities such as autism and dyslexia. Considerations should also be made for pupils with English as an additional language (EAL).

Name of school		Date of audit

Audit completed by	Role	Signature

The accessibility action plan

This section asks questions about the school's accessibility action plan and any changes implemented since its last audit. Where you have indicated 'no' to a suggested action/measure, you may wish to explain your reasoning in the comments section.

Question	Comments	Evidenced by
What changes to accessibility has the school made since creating its most recent accessibility plan?		
If any changes outlined in the accessibility plan have been denied or rejected, why is this?		
How does the school keep to the recommended timeframes outlined in its accessibility plan?		
If any timeframes outlined in the accessibility plan have been changed or extended, why is this?		

Access to the curriculum

Question	Comments	Evidenced by
How do staff adapt lesson plans so that all pupils can participate and reach their full potential?		
How does the school ensure that all pupils have access to extracurricular activities?		
How does the school make sure all pupils with SEND are able to participate in school trips and activities?		
Does the school have a compliant admissions policy in place which offers fair and equal access to all pupils?		
[Schools with entry exams] How does the school ensure pupils with SEND have equal admission opportunities when taking entry exams?		
How does the school enable all pupils to have access to the full curriculum without hinderance?		
What has the school put in place so that all pupils feel secure, make progress and reach their full potential?		
How does the school make sure pupils with SEND can participate in physical activities in the curriculum?		

Access to the curriculum (continued)

Question	Comments	Evidenced by
How does the school make use of its teaching assistants when supporting pupils with SEND?		
How does the school include all pupils in group work and class work?		
How does the school ensure all pupils have access to a broad curriculum and extra-curricular activities which are aspirational and include creative subjects such as art, drama and music?		
How does the school involve and support pupils with SEND when participating in discussions and giving presentations?		
How does the school ensure that pupils with SEND have access to online learning materials and IT lessons?		
How does the school train staff to assist pupils with SEND to access online learning materials and participate in IT lessons?		

Access to the curriculum (continued)

Question	Comments	Evidenced by
What learning resources does the school provide for pupils with sensory impairments?		
How does the school support pupils with disabilities that affect numeracy, literacy and speech?		
How are staff trained to meet the needs of all pupils?		
How does the school ensure it communicates effectively with pupils and parents with sensory impairments?		
How does the school seek feedback about accessibility from pupils, parents and staff?		

Access to the physical environment

Question	Comments	Evidenced by
What facilities does the school have to meet the needs of pupils who require additional hygiene and personal care, e.g. assistance with incontinence and the changing of clothing?		
How does the school enable pupils and staff with ambulatory impairments or wheelchairs to arrive to their next lesson safely and on time?		
How does the school make sure pupils with hearing impairments are notified when the school bell rings?		
How does the school ensure all visitors, staff members and pupils have equal access to all areas within the school premises?		
How has the school made sure that floors and lighting are suitable for pupils, staff and visitors who are visually impaired or who have physical disabilities?		
What measures are in place to ensure that pupils with language impairments or EAL understand signage on the premises?		

Car park and school grounds

Question	Comments	Evidenced by
How does the school ensure carparks and access and egress routes are clearly identified?		
What does the school have in place so that access and egress routes and car parks are smooth, flat and slip-resistant?		
How has the school made sure that access routes are wide enough for wheelchair users and those with ambulatory difficulties to manoeuvre?		
How does the school keep access routes from being misused?		
How does the school make sure access routes are free from obstructions?		
How does the school make sure that access routes are adequately lit?		
How does the school keep access routes free from snow, ice, fallen leaves and litter?		

External ramps and steps

Question	Comments	Evidenced by
Does the school have fixed or temporary ramps available to enable safe access to the building for pupils, staff and visitors?		
If the school does not have ramps to all pupil-, staff- and visitor-accessible buildings, why is this?		
Do the ramps have handrails on one side, both sides, or none?		
If the school does not have handrails on its ramps, why is this?		
How does the school keep the surfaces of its ramps slip-resistant?		
How does the school keep the ramps adequately lit?		
How does the school ensure the ramps are clearly identifiable?		
How does the school keep the ramps safe for use and in good working condition?		

Entrances

Question	Comments	Evidenced by
How has the school made building entrances clearly distinguishable from the façade?		
If any doors are made of glass, how has the school made them identifiable?		
How has the school made sure all entrances are wide enough for wheelchairs to pass through, and for wheelchair manoeuvring either side?		
How has the school ensured that doors can be used at both seating and standing height?		
How has the school made sure that all door handles can be grasped and operated easily?		
How has the school made power-operated doors identifiable?		
How has the school made sure that entryway surfaces are slip-resistant, even when wet?		

Corridors and aisles

Question	Comments	Evidenced by
How has the school made sure its corridors, passageways and aisles are wide enough for wheelchair users to move and turn, and for other people to pass?		
How does the school keep all areas of passage free from obstacles, hazards and slippery surfaces?		
How does the school use its lighting to help those with visual impairments or visual sensitivities?		
How has the school used visual clues to help pupils, staff and visitors orientate themselves in passageways?		
How has the school used tactile signs and information to help those with visual impairments find their way?		
Has the school considered the travel distances of those with ambulatory disabilities?		
Has the school used induction loops and couplers in its corridors, assembly halls and telephones?		
How are these systems maintained?		

Reception

Question	Comments	Evidenced by
How has the school made sure that signs in reception are suitable for everyone, and that signs are viewable from both seating and standing positions?		
How has the school made sure its reception areas are adequately lit for those with visual impairments?		
How does the school keep its reception areas free from obstacles and hazards?		
How has the school ensured that reception fixtures can be used at both seating and standing height?		
Do all reception areas have an induction loop?		
If any of the school's reception areas are not fitted with an induction loop, why is this?		
How has the school ensured telephones and other fittings are suitable for all users?		
If the school has any aids to help people navigate the building, how have these been adapted for use by those with disabilities?		

Doors

Question	Comments	Evidenced by
How has the school ensured its doors are clearly distinguishable?		
If any of these doors are glass, how has the school made sure they are visible when shut?		
How has the school made sure that people at seated height can be seen through glass panes in doors?		
How has the school made sure that its doors are wide enough for wheelchair users to manoeuvre?		
How has the school made door handles accessible to, and easily operated by, seated and standing users?		
How has the school made door handles clearly identifiable?		
Has the school fitted any power assisted doors?		
If the school has not fitted any power assisted doors, why is this?		
If the school has fitted power assisted doors, how are these maintained?		

Lavatories

Question	Comments	Evidenced by
How has the school ensured lavatory provisions are available to pupils, staff and visitors with disabilities?		
How has the school made lavatory and disabled lavatory facilities clearly identifiable?		
How has the school made lavatory fittings and handrails distinguishable from their backgrounds?		
How has the school ensured lavatory handles and locks can be easily gripped and operated by everyone?		
How has the school made sure lavatories and disabled lavatories are appropriately lit?		
Has the school made sure disabled lavatories are fitted with an emergency cord, and that it is long enough to be operated from the floor?		
How does the school maintain the emergency call system?		
If the school has not fitted an emergency call system, why is this?		

Lavatories (continued)

Question	Comments	Evidenced by
How does the school ensure staff are trained to respond to the emergency call system? How is this training maintained and monitored?		
How has the school ensured wheelchair-accessible lavatories are wide enough for wheelchair users to properly manoeuvre?		
How has the school made sure lavatory fittings and handwashing facilities are accessible from both seated and standing positions?		
How has the school made sure taps can be operated by those with limited dexterity, grip and/or strength?		
How has the school made sure lavatory signage is suitable for those with visual impairments?		
Has does the school ensure that disabled lavatories are not being misused?		
How does the school make sure lavatories are free from obstacles, hazards, spills and slippery surfaces?		

Fixtures and fittings

Question	Comments	Evidenced by
How does the school ensure that all desks and counters are accessible to those at both standing and seated height?		
If there is fixed seating, e.g. in an assembly hall, how does the school ensure there are spaces for wheelchair users?		
How has the school made sure vending machines, hot drinks machines and water fountains, etc., are suitable for everyone?		
How has the school ensured that fixtures are clearly distinguishable from their backgrounds?		
How has the school made sure display boards, blackboards and whiteboards, etc., are all viewable from seated and standing positions?		
How do staff ensure those with visual impairments have access to information on display boards?		
How has the school made sure bookshelves are accessible to everyone?		

Fixtures and fittings (continued)

Question	Comments	Evidenced by
How does the school allow wheelchair users and those with ambulatory disabilities to have access to seating in dining halls and room to manoeuvre?		
What does the school have in place to allow wheelchair users and those with ambulatory disabilities access to seating in classrooms and room to manoeuvre?		
What does the school have in place to allow wheelchair users and those with ambulatory disabilities access to seating in staff rooms and room to manoeuvre?		
How has the school ensured dining halls, food counters and kitchens are clearly identifiable?		
How has the school ensured classrooms are clearly identifiable?		
How has the school ensured staff rooms, offices and staff-only areas are clearly identifiable?		
If there are lockers, how does the school ensure pupils and staff with disabilities have suitable access to them?		

Means of escape

Question	Comments	Evidenced by
How has the school ensured its fire alarm system is visual as well as audible, including inside lavatories?		
How has the school made sure all emergency exit routes are accessible and wide enough for wheelchair users, with room for others to pass?		
What arrangements has the school made for those with disabilities when evacuating from upper floors?		
Has the school ensured emergency exit signs are suitable for everyone, including those with comprehension disabilities or EAL?		
How does the school check the effectiveness of its evacuation, invacuation and lockdown strategies for people with disabilities?		
How has the school ensured that pupils and staff who require a personal evacuation plan (PEP) are provided with one?		
How does the school keep emergency exit routes free from obstacles, hazards or slippery surfaces?		

| What does the school have in place to check warning devices and detectors regularly? | | |

Access to information

Question	Comments	Evidenced by
How has the school ensured its buildings are equipped with hearing assistance?		
Does the school accommodate for large-print, alternate colour or tactile versions of information, such as letters, maps and leaflets? If not, why is this?		
Has the school arranged for audio versions of information? If not, why is this?		
What arrangements has the school made to train staff to communicate with those who have sensory disabilities during open days and events?		
How has the school ensured all relevant areas of the school are clearly signed for those with visual impairments, including colour blindness?		
How has the school ensured all relevant areas of the school are clearly signed for those with hidden disabilities, such as autism or dyslexia?		

| How has the school ensured its website is accessible to everyone, such as the incorporation of translation features and audio reading? | | |