



Accessibility Policy and Plan

Updated: 06-19
Prepared by: JUH

Next Review: 06-21
Approved by: SHCC

This Policy applies throughout the School from the EYFS to Year 6.

Introduction

This Policy and the associated Plan are drawn up in accordance with the planning duty in Schedule 10 of the Equality Act 2010 and ISI Regulation 17b.

Schools have a duty to make reasonable adjustments to make sure disabled pupils are not discriminated against. They must make the buildings accessible for their disabled pupils as part of their overall planning duties.

A person is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.

Key objective

To reduce and eliminate barriers to accessing the curriculum and to enable full participation in the School community for pupils, prospective pupils and adult users with a disability.

Principles

1. Compliance with the Equality Act 2010 is consistent with the School's aims, its Equal Opportunities Policy and its Disability Inclusion, SEN and Learning Support Policy.
2. The School recognises its duty under the Equality Act 2010:
 - Not to discriminate against disabled pupils in their admissions, 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 (in the form appended hereto)
3. In performing their duties, Governors and staff will have regard to the Disability Rights Commission Code of Practice (2002).
4. The School recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
5. 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. It

endorses the key principles in the National Curriculum 2000 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

Premises

The School buildings include some that are over 150 years old and, as such, are not designed to meet the needs of disabled pupils. The School Nursery site is accessible to staff and pupils with physical impairments as is one of the Reception classrooms. The more recent buildings, notably St Mary's, have been planned to increase disabled access as much as is reasonably possible:

- All ground floor entrances can be accessed without steps
- St Mary's has a lift to all floors
- There are two disabled toilets, one in the entrance lobby and one on the ground floor of St Mary's
- Use of classrooms can be rotated to meet specific need of pupils and staff

Accessibility planning

To assist in planning accessibility, records of any expert advice received in connection with individual pupils are kept by the Bursar.

The School has identified the following points for action as part of its School Improvement Plan in order to achieve the key objective of this Policy:

a) Delivery of the curriculum

School staff receive training in making the curriculum accessible to all pupils and are aware of the importance of accessibility. The School will continue to seek and follow the advice of experts in this area, such as education and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The School will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

In particular:

- A telephone-based tannoy system for the evacuation of the building has been installed
- Mats are available to improve ground floor wheelchair access
- The cost of installing a lift or ramp to upper levels of the older part of the School will be investigated
- Signs in Braille could be provided at the front entrance

c) Provision of information in other formats

The School is aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

Linked Policies

- Admissions Policy
- Continuing Professional Development Policy
- Curriculum Policy
- Disability Inclusion, SEN and Learning Support Policy
- Equal Opportunities Policy for Pupils
- Equal Opportunities Policy for Staff
- Fire Risk Prevention Policy and Procedures
- Procedures for Evacuation of Persons with Disabilities
- Professional Review Policy
- Risk Assessment Policy
- School Improvement Plan

• **APPENDIX: ACCESSIBILITY PLAN (June 2017 – June 2019)**

Actions	Responsibility	Target	Timescale	Future Plans	Outcomes
Improving access to the physical environment: School buildings					
There is an accessible toilet in the entrance lobby	Governors	Accessibility for pupils, parents, staff and visitors	Completed	Regulations are monitored and any necessary changes implemented	Used regularly
New building (St Mary's) has been designed to incorporate full accessibility features including an accessible toilet and step-free access	Governors	Full accessibility for pupils, parents, staff and visitors	Completed	Ditto	Prospective parent in electric wheelchair accessed upper floors
Disabled access to upper floors of new classroom block has been enabled through the inclusion of a platform lift	Governors	Full accessibility for pupils, parents, staff and visitors	Completed	Ditto	Used successfully by a pupil with a temporary knee condition and a VMT with a temporary foot condition
Fire escape routes from the upper floors of new classroom block incorporate fire refuges	Governors	Safe evacuation for pupils, parents, staff and visitors	Completed	Ditto	Staff and pupil awareness of fire refuges raised in regular fire practices
Procedures for the Evacuation of Persons with Disabilities are in place	Bursar	Safe evacuation for pupils, parents staff and visitors	Completed	Ditto	PEEPs prepared by HR & Compliance Officer PEEP put in place for pupil returning to School on crutches
Hall, gym, dining room are all on ground floor and accessible for e.g. performances	SMT & teaching staff	Partial accessibility for pupils, parents, staff and visitors	2017-2019	Use mats to improve wheelchair access	Prospective parent in electric wheelchair successfully navigated ground floor
For parents' evenings & parent/teacher meetings, teaching staff will meet disabled parents on the ground floor of buildings which do not have disabled access. Ditto for other staff/visitor meetings. Staff have been made aware of need to do this and are reminded periodically	SMT & teaching staff	Parents, visitors	2017-2019	Ensure that parents are aware of provision	

Parking					
The School provides two disabled parking spaces	Bursar	Disabled staff, parents of disabled pupils, disabled parents and visitors	Completed	Monitor appropriate use	Used by a member of teaching staff with a temporary foot injury
Improving access to the curriculum					
The School funds two SEN posts. SEN staff advise on access to the curriculum.	SMT	Pupils	2017-2019	Plan to increase SEN provision in 2019-2020 academic year Staff training in this area will continue	1) Experts in allergies, cystic fibrosis & diabetes have delivered training to staff 2) Weekly staff meetings flag up pupils with potential challenges 3) IEN Register is constantly updated
Provision of teaching materials and resources appropriate to any identified SEN/disability	SMT & teaching staff	Pupils	2017-2019	Take into consideration when updating teaching materials and resources	Use of laptops aids flexibility in presentation of written material
Provision of equipment appropriate to any identified SEN/disability	SMT	Pupils	2017-2019	Continue to investigate the types and availability of materials	Pencil grips and modified pens are used by pupils who have difficulty with grip. Pupils who have difficulty writing are encouraged by SEN staff to learn to touch-type using Nessy Fingers and can use the dictation app on iPads
Improving access to information					
Provide information e.g. handouts, timetables, events information, handbooks in alternative formats e.g. large print. Use media accessible to pupils with disabilities	SMT & teaching staff	Pupils, parents staff and visitors	2017-2019	Ensure that School phones are suitable for older or visually impaired users	Whiteboards aid flexibility. St Mary's Hall has adaptable audio visual equipment. A large key phone has been purchased for a member of staff

The plan is also available in the following formats, on request to the School Office: email, enlarged print version, and other formats by arrangement.