



# Accessibility Policy

Athersley North Primary  
School

<b>Approved by:</b>	L.Walker
<b>Date:</b>	16.12.20
<b>Last reviewed on:</b>	December 2020
<b>Next review due:</b>	December 2021

## **Intent**

Athersley North Primary School 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 and Diversity Policy
- Equality Information and Objectives Policy
- Early Years Foundation Stage (EYFS) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equal Opportunities and Dignity at Work Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Health and Safety Policy
- School Improvement Plan
- 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 Head of Safeguarding, Inclusion and Special Educational Needs (SIS) will create an Accessibility Plan with the intention of improving the school's accessibility.
- 3.3. The Governing Body, or a select committee, will be responsible for monitoring the Accessibility Plan.
- 3.4. The 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 Head of SIS will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.
- 3.7. During a new pupil's induction, the Head of SIS will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.
- 3.8. The Head of SIS is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- 3.9. The Head of SIS, 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. Head of SIS and Governing Body will 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 and Diversity 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 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. The school will collaborate with the LA in order to effectively develop and implement the plan.
- 4.11. An access audit will be undertaken by the Governing Body and Head of SIS every year.
- 4.12. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.
- 4.13. During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.
- 4.14. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.
- 4.15. 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 support pupils with SEND by making any reasonable adjustments necessary during examinations, e.g. publishing exam papers in a larger font.
- 6.4. 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.
- 6.5. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.
- 6.6. Information will be obtained on future pupils in order to facilitate advanced planning.
- 6.7. Prospective parents of Pupils with an EHCP, 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 Curriculum Leaders and the Head of SIS will work together to adapt a pupil's Individual Education Plan (IEP), 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, e.g. 'social communication plan'.
- 7.10. Specialist resources are available for pupils with visual impairments, such as large print reading books.
- 7.11. Teaching assistants are deployed to support Quality First Teaching and to deliver bespoke interventions including speech and language programmes..

## **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 Head of SIS will review the policy.
- 9.3. Equality impact assessments will be undertaken as and when school policies are reviewed.

## Appendix A – Accessibility Plan Template

### Planning duty 1: Curriculum

Governing Body 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	Is the curriculum accessible for all pupils??	Audit of curriculum	Head of SIS	Ongoing 2020-2023	Management and teaching staff are aware of the accessibility gaps in the curriculum	Sept 2021
	Ensure all pupils can fully access the curriculum	<p>Broker support from specialist services as required eg; SCI/BECCPS</p> <p>Provide a differentiated curriculum with alternatives offered, if required.</p> <p>Provide a range of support staff including trained teaching assistants.</p> <p>Provide multimedia and kinesthetic activities to support when possible.</p> <p>Use of interactive ICT equipment.</p> <p>Use of specific equipment as advised by professionals eg; Educational Psychologist/ Occupational Therapist</p> <p>Implement strategies and advice from outside agencies.</p> <p>Refer to outside agencies as appropriate</p>	Head of SIS/Teaching Staff	Ongoing 2020-2023	<p>Advice taken and strategies evident in classroom practice.</p> <p>All pupils with SEND, supported and accessing the curriculum</p>	Sept 2021

	Do staff have the necessary skills to support pupils with SEND?	INSET provided to staff members Training for teachers on differentiating the curriculum	Head of SIS	Ongoing 2020-2023	Staff members have the skills to support children with SEND	Sept 2021
	Do all statutory policies reflect inclusive practice and procedures?	Review policies to ensure they comply with the Equality Act 2010.	SLT	Annually 2020-2023	All statutory policies will reflect inclusive practice.	Sept 2021
	Are relationships and communication with parents of SEND pupils effective?	Establish liaison with parents of SEND pupils	Class Teachers /Head of SIS/SIO	Ongoing 2020-2023	Collaboration and sharing between school and families will be effective	Sept 2021
	Do School trips/ swimming provision take into account pupils with SEND?	Needs of pupils with SEND incorporated into planning process	Teachers	Annually September 2020-2023	Planning of school trips and swimming takes into account pupils with SEND	Sept 2021
	Does school work with professional agencies to meet the needs of pupils with health needs?	Establish close liaison with outside agencies for pupils with ongoing health needs eg; severe asthma, complex disabilities, epilepsy or mobility issues	Teachers/ Head of SIS/SIO	Ongoing 2020-2023	Clear collaborative working approach.	Sept 2021
<b>Medium term</b>	Progress of SEND pupils	Review attainment for SEND pupils  Pupil progress meetings with SLT Liaison with parents	SLT/Head of SIS/SIO	At each assessment point Ongoing 2020-2023	Progress made towards SFP outcomes.  Provision mapping shows clear steps and progress.	Sept 2021

		Parent Consultation Meetings TAF meetings Annual Review meetings				
	How do we promote the involvement of disabled students in classroom discussions/ activities. How do school take into account a variety of learning styles when teaching?	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) *Wheelchair access *Resources for the visually impaired *Visually Impaired training for relevant staff *Giving alternatives to enable disabled pupils to participate successfully in lessons *Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people	Whole school approach	Ongoing 2020-2023	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.	Sept 2021
<b>Long term</b>	Can pupils with SEND access all curriculum areas?	Provide a range of reasonable adjustments and resources to pupils with SEND	Head of SIS	Ongoing 2020-2023	Pupils with SEND can access lessons	Sept 2021
	How is information shared with the Governing Body?	Share updates with the Governing Body	SENCO /SEND Governor	SEND Governor Termly meetings	Governors fully informed about SEN provision and progress	Sept 2021

## Planning duty 2: Physical environment

Governing Body 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	Is the school's physical environment accessible	Audit of physical environment- school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings	Building surveyors/ SLT/Premises Manager	Ongoing 2020-2023	School is aware of accessibility barriers to its physical environment, and will make a plan to address them	Sept 2021
	Is the environment visually stimulating for all children	Colourful, lively displays in classrooms and inviting role play areas. Working walls which scaffold and support learning	Teachers/TA's	Termly Monitoring Ongoing 2020-2023	Environment maintained to a high standard, demonstrating pupils' learning.	Sept 2021
	Are Classrooms ASD friendly ?	Teachers implement an ASD approach to classroom environment	Teachers/TA's	Ongoing	ASD children feel safe and secure and are able to learn effectively.	Sept 2021
	Ensure that SEND pupils are fully included in the life of the school.	Create access plans for disabled children as part of SFP process  *Undertake confidential survey of staff and governors to ascertain access needs and	All staff	Ongoing 2020-2023	Needs will be met and reasonable adjustments made for pupils to achieve success.	Sept 2021

		<p>make sure they are met in the school and meetings etc.</p> <p>*Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.</p>				
	<p>Are the medical needs of all pupils met fully within the capability of the school?</p>	<p>Review the policy for supporting children with medical needs; liaise with external agencies, identifying training needs and establish individual protocols where needed</p>	<p>Head Teacher/ SLT</p>	<p>Annually in September Ongoing 2020-2023</p>	<p>Ensure that the medical needs of all pupils are met fully within the capability of the school.</p>	<p>Sept 2021</p>
<b>Medium term</b>	<p>Is the Learning environment for pupils with visual impairment accessible?</p>	<p>Incorporation of appropriate colour schemes</p>	<p>SBM</p>	<p>Ongoing 2020-2023</p>	<p>Learning environment is accessible to pupils with visual impairments</p>	<p>Sept 2021</p>
	<p>Provision of disabled parking spaces to ensure parents have the opportunity to be involved</p>	<p>Utilise disabled parking spaces for disabled to drop off &amp; collect children *Offer a telephone call to explain letters home for some parents who need this *Adopt a proactive approach to identifying the access requirements of disabled parents Ensure office staff are aware of who can enter the carpark</p>	<p>SLT/Office Staff</p>	<p>Annually in September Ongoing 2020-2023</p>	<p>Ensure that disabled parents are not discriminated against and are encouraged to accompany their children to and from school.</p>	<p>Sept 2021</p>
	<p>Are accessible toilets available to pupils, staff and visitors?</p>	<p>Handrails installed X 2 accessible toilets within the building Safety alarms incorporated</p>	<p>SBM</p>	<p>Ongoing 2020-2023</p>	<p>Access to toilets is increased</p>	<p>Sept 2021</p>

<b>Long term</b>	<i>Can children with physical disabilities access school buildings</i>	<i>Construction work undertaken</i>	<i>SBM/building contractors</i>	<i>Ongoing 2020-2023</i>	<i>School buildings are fully accessible</i>	<i>Sept 2021</i>
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**Planning duty 3: Information**

Governing Bodies 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.

	<b>Issue</b>	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Outcome criteria</b>	<b>Review</b>
<b>Short term</b>	Are SLT aware of whether school information is accessible or not	Audit of information delivery procedures	SENCO/ICT manager	Ongoing 2020-2023	School is aware of accessibility gaps to its information delivery procedures	Sept 2021
	Is written information accessible to all stakeholders?	School seeks advice from external advisors	SENCO	Ongoing 2020-2023	School is aware of local services for converting written information into alternative formats	Sept 2021
	Can children with ASD access the curriculum.	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children Seek advice and support from SCI Team	All staff	Ongoing 2020-2023 Termly consultation meetings	ASD children able to access curriculum	Sept 2021
	Can children with a sensory impairment access the curriculum	Regular parental communication Individualised programmes and strategies to be implemented Staff to access relevant training Seek sensory profile information from Occupational Therapy	All staff	Ongoing 2020-2023	Children with a sensory impairment to be able to access the curriculum.	Sept 2021
<b>Medium term</b>	Written information is not accessible to pupils, parents and visitors 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  Use a variety of strategies to support learners with reading difficulties  Raise awareness of font size and page layouts to support pupils with visual impairments.	SENCO/ICT manager	Ongoing 2020-2023	Written information is fully accessible to children with visual impairments All pupils, parents and visitors are able to access written information.	Sept 2021

		<i>Audit the school library to ensure the availability of large font and easy read texts will improve access.</i>				
<b>Long term</b>	<i>Is the School website accessible to children with SEND</i>	<i>Audit of website</i>	<i>ICT manager</i>	<i>Ongoing 2020-2023</i>	<i>Website is fully accessible</i>	<i>Sept 2021</i>