



# Clanfield Church of England Primary School

## ACCESSIBILITY POLICY & PLAN

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| <b>Approved by:</b> | Chair of Governors | <b>Date Adopted:</b> Feb 2017 |
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| <b>Last reviewed:</b> | February 2020 |
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| <b>Review Cycle:</b> | Every 3 years |
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**This policy will be reviewed earlier should legislation require it**

## INTRODUCTION

Our Accessibility Policy and Plan complies with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring implementation, review and reporting on the progress of the Accessibility Plan over a prescribed period.

Clanfield Church of England Primary School is committed to providing an accessible environment which values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual; emotional, relationship and cultural needs. We are committed to challenging negative attitudes about disability, sexual preferences and accessibility and to developing a culture of awareness, celebration and inclusion.

With this in mind we put accessibility for all at the heart of planning and design process.

## OUR VISION

We, at Clanfield Church of England primary School provide a happy, nurturing and supportive environment founded on the principles of the Christian faith; helping to develop children's spiritual growth and moral understanding. All members of our school community are valued and respected, so that everyone can have a positive attitude to themselves, others and life.

As a school we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. Furthermore, we are committed to challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion.

At Clanfield, our core values are:

- Hope
- Perseverance
- Friendship
- Respect
- Honesty
- Creativity

Our values are embedded in the life of the school. Christian values underpin all relationships across the school and our commitment to caring for others and achieving excellence.

The school recognises that many of our pupils, visitors and staff, whether disabled or otherwise, have individual needs when using school facilities. We understand that for all pupils, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, we work hard to ensure that all our pupils receive a high standard of education and are supported in reaching their full potential. Good communication and cooperation between the school, home and other professionals are essential.

## AIMS

The key aims of this Plan are to:

- Increase the extent to which disabled pupils can participate in the curriculum; this includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, school activities or visits
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

## **LEGISLATION & GUIDANCE**

This document meets the requirements of Schedule 10 of the Equality Act 2020 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2020 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (END) Code of Practice, 'long term' is defined as 'a year or more' and 'substantial' is defined as 'more minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Quality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The test of whether an impairment effects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger

Some disabled pupils also have Special Educational Needs (SEN) and may be receiving support via school-based SEN provision or have a statement of SEN or Educational Health Care Plan. Just because a disabled pupil has SEN or has a statement does not take away the duty to make reasonable adjustments for them. In practice, of course, many disabled pupils who also have a statement of SEN will receive all the support they need through the SEN framework and there will be nothing extra the school has to do. However, some disabled pupils will not have SEN, and some disabled pupils with SEN, will still need reasonable adjustments to be made for them in addition to any support they receive through the SEN framework.

## **HEALTH & SAFETY**

The Quality Act 2010 does not override health and safety legislation. If making a particular adjustment would increase the risks to the health and safety of any person (including the disabled pupil in question) then this is a relevant factor in deciding whether it is reasonable to make that adjustment. However, as with the approach to any question of health and safety risk assessment, schools are not required to eliminate all risk. Suitable and sufficient risk assessments should be used to help determine where risks are likely to arise and what action can be taken to minimise those risks. Risk assessments should be specific to the individual pupil and the activities in question. Proportionate risk management relevant to the disability should be an ongoing process throughout a disabled pupil's time at the school.

There might be instances when, although an adjustment could be made, it would not be reasonable to do so because it would endanger the health and safety either of the disabled pupil or of other people. There might be other instances where schools could make anticipatory reasonable adjustments in line with health and safety legislation, ensuring compliance with, and not infringing that legislation.

## **CHARGING ARRANGEMENTS FOR MAKING REASONABLE ADJUSTMENTS**

It is unlawful for a setting or school to charge a child for making reasonable adjustments in any circumstances, whatever the financial cost to the school and however the setting or school is funded.

## **TRAINING**

Our school is also committed to ensuring staff are trained in quality issues with reference to the Equality Act 2010, including understanding disability issues.

## **COMPLAINTS**

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## **PLAN AVAILABILITY**

The school makes the Accessibility Policy and Plan available in the following ways:

- A copy is available on the school website
- Paper copies are available from the school office

It is a requirement that the school's Access Plan is recorded, implemented, and reviewed and revised as necessary. Attached is an action plan showing how the school will address the priorities identified in the Plan.

## ACTION PLAN

| Strand 1:<br>Increase the extent to which disabled pupils can participate in the curriculum; includes teacher and of the school such as, participation in after school clubs, activities or school visits |  |  |  |
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| Target  | Action Needed  | Who is Responsible for implementing?   | What are the frames?   |
| To identify all pupils who may need additional or different provision   | Extend transition for Reception children so that staff visit pre-school, nursery or home settings to identify additional needs and can work with other professionals as needed e.g. EYSENIT<br><br>Ensure specific training for teacher and teaching assistants is planned period to a child starting school wherever possible   | EYFS Phase Leader and SENDCo   | Annually in Reception or point of adm                              |
| The school curriculum is fully accessible to all pupils   | Identify and address training needs of staff to understand the needs of the pupils they are working with and the strategies to support them in accessing the curriculum. Plan specific training for SEN and disabilities for all staff.<br><br>Ensure that through the identification of individual pupils needs, any specialist resources are considered and provided to allow greater access to the curriculum e.g. IT equipment, writing wedges, colour overlays.<br><br>Ensure support for pupils who need additional learning time to secure concepts because of a range of needs e.g. processing or memory or who miss time from school due to a medical condition | SENDCo – termly staff meeting focuses on areas of SEN                                  | At termly rev meetings<br><br>Staff training at point of induction |
| Pupils with disabilities are able to access and attend all after school clubs and can access lunchtime provision  | When planning clubs each term, identify any barriers to participation and plan appropriately.<br><br>Monitor club attendance for pupils with identified disabilities and meet with pupils to discuss.<br><br>Sports coaches to ensure Y5 and Y6 play leaders are supported to ensure all pupils are included in the activities provided  | Headteacher<br><br>Pupil trips administrator and SENDCo<br><br>Teacher in charge of PE | Termly each<br><br>At the start of academic ye                     |

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| <p>Educational visits are accessible to all, risk managements ensures that access arrangements are identified and planned for</p> | <p>Educational Visits Coordinator (EVC) to support staff in trips planning, including the risk management for individual pupils.</p> <p>Ensure that all completed evaluations following a trip, includes access information to inform future visits</p> | <p>EVC</p> <p>EVC</p> | <p>Annually</p> |

| Strand 2   |   |   |   |
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| Improve the physical environment of the school to enable disabled pupils to take better advantage of and services provided |   |   |   |
| Target   | Action Needed   | Who is Responsible for implementing?    | What are the frames?  |
| The school has accurate information on the access needs of pupils, staff, governors and parents/carers                     | SENDCo to ensure parent and pupil meetings ask about any physical issues or consideration needed.<br><br>Develop individual access plans for any pupils with disabilities if required   | SENDCo                                  | At the initial meeting each<br><br>As required              |
| All staff are aware of any barriers to physical access to the school building or within it and the school grounds          | Use an Accessibility Questionnaire to identify any potential barriers to access inside and outside the school building.<br><br>Training for all staff on ensuring that the physical environment is accessibility to all e.g. classroom layout, visual, auditory awareness | Headteacher<br><br>Headteacher / SBM    | Annually at the start of the year<br><br>Annually           |
| Pupils with medical conditions are fully supported in school   | Lists of pupils with known medical conditions are updated annually and as required.<br><br>Update policy on supporting pupils with medical conditions.<br><br>Individual health care plans are established for pupils with medical conditions                             | SENDCo<br><br>Headteacher<br><br>SENDCo | Annually and as required<br><br>Annually<br><br>As required |
| Strand 3   |   |   |   |
| Improve the availability of accessible information to disabled pupils and parents  |   |   |   |
| Target   | Action Needed   | Who is Responsible for implementing?    | What are the frames?  |
| To ensure that the way information is presented in class is suitable to individual needs                                   | Staff training on inclusion strategies when presenting information to pupil with disabilities in class. Support from other professionals in meeting individual pupils needs e.g. enlarged texts, symbols, modified language, use of ICT                                   | SENDCo                                  | Ongoing   |

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| Pupils with disabilities are well supported in school  | Develop roles of Child and Family Support Worker and Emotional Literacy Support Assistant to meet the needs of pupils and parents across the school  | CFSW and ELSE with SENDCo                     | Ongoing                    |
| Pupils with SEND are actively involved in their pupil profile reviews  | Ensure pupils are involved in the review and target setting process of pupil profiles.<br>Ensure that pupils are asked what strategies work best for them so that these are shared and developed   | SENDCo<br><br>Teachers                        | Each term                  |
| Communication from the school to parents and other stakeholders is accessible  | Review website for accessibility of different users.<br>Ensure that all letters are available from the school office and are, for example, available in larger print   | Headteacher & SBM<br><br>Office Administrator | Each August<br><br>Ongoing |
| Ensure that parents with disabilities are able to attend school events with adaptations made if necessary  | Option for parents to request special provision for school events / performances   | Headteacher & SBM                             | Ongoing                    |
| Ensure that there is effective communication between school staff and parents with disabilities including possibility of visiting parents in the home if necessary | Teacher to offer telephone / Skype appointments for parents evenings to families with known disabilities / difficulties accessing school.<br>Teachers to contact families by telephone and home visit with any issues during school year | Teachers and SENDCo                           | Ongoing                    |
| Support those parents who find it difficult to escort younger children to school   | SENDCo to draw up a plan with parents about suitable alternatives to escort children to / from school  | SENDCo  | Ongoing                    |