



Accessibility Policy & Plan

The Accessibility Plan is drawn up in compliance with current legislation and requirements, (2010 Equality Act). School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. This Accessibility Plan is structured to complement and support the school's Equality Objectives, and is published on the school website.

Equality Act 2010 Statement

It is against the law for a school or other education provider to treat disabled pupils unfavourably. This includes:

- Direct discrimination, for example refusing admission to a pupil because of disability
- Indirect discrimination, for example only providing application forms in one format that may not be accessible
- Discrimination arising from a disability, for example a disabled pupil is prevented from going outside at break time because it takes too long to get there
- Harassment, for example a teacher shouts at a disabled pupil for not paying attention when the pupil's disability stops them from easily concentrating
- Victimisation, for example suspending a disabled pupil because they have complained about harassment

Reasonable Adjustments

Schools have a duty to make 'reasonable adjustments' to make sure disabled pupils are not discriminated against. These changes could include providing extra support and aids (like specialist teachers or equipment). Schools are not subject to the reasonable adjustment duty to make alterations to physical features as this is a Local Authority responsibility. The buildings must be made accessible for disabled pupils as part of their overall planning duties.

Definition of a Disability

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Current Provision

Building Access

- All entrance/exit doors and all internal doorways are of sufficient width to allow the passage of wheelchairs.
- There is lift access to the first floor.
- Toilet facilities for the disabled are provided on both the ground floor and first floor.
- The exterior has been developed with the needs of disabled pupils in mind.



- There are two designated disabled parking bays in the school car park.
- All staff and visitors are given identity badges, which must be worn at all times.
- Members of staff are given a fob for access to the main entrance. Teaching staff are also given a key to their external classroom door.

Curricular and Extra Curricular Provision

The school endeavours to ensure that all pupils, including those with disabilities, have access to the full range of curricular and extra curricular activities. In addition to the building adaptation described above:

- The school employs, when required, additional Teaching Assistants for children with disabilities and if necessary in accordance with their Statement of ALN or Funded IDP.
- There is a range of specialist equipment provided on the advice of external agencies to help disabled pupils to participate in lesson activities.
- Venues for educational visits are carefully chosen to ensure that there is access for disabled pupils, with Teaching Assistants assigned to accompany them.
- Risk assessments are carried out for each disabled child on their entry to school. These will ensure that the child has full access to classroom activities and lessons.

General Provision

The school endeavours to ensure that all pupils, including those with disabilities, are able to take part in all school activities. In addition to those described above, children with disabilities are always included in activities such as school assembly when wheelchair space, specially adapted chairs, digital microphones or individual support is provided.

Teachers organise their classrooms to ensure that they are accessible to all. In this way pathways around classroom furniture enable wheelchair access. Within the school there are a variety of height tables and chairs that can be used to enable children to work at the required height. The advice of the Occupational Health Service is sought when considering appropriate classroom furniture.

Staff Training & Development

The training & development needs of staff are identified and provided for as part of the school's Professional Learning and Development. In relation to those staff who work closely with pupils with disabilities, particularly Teaching Assistants, a range of training will be provided.



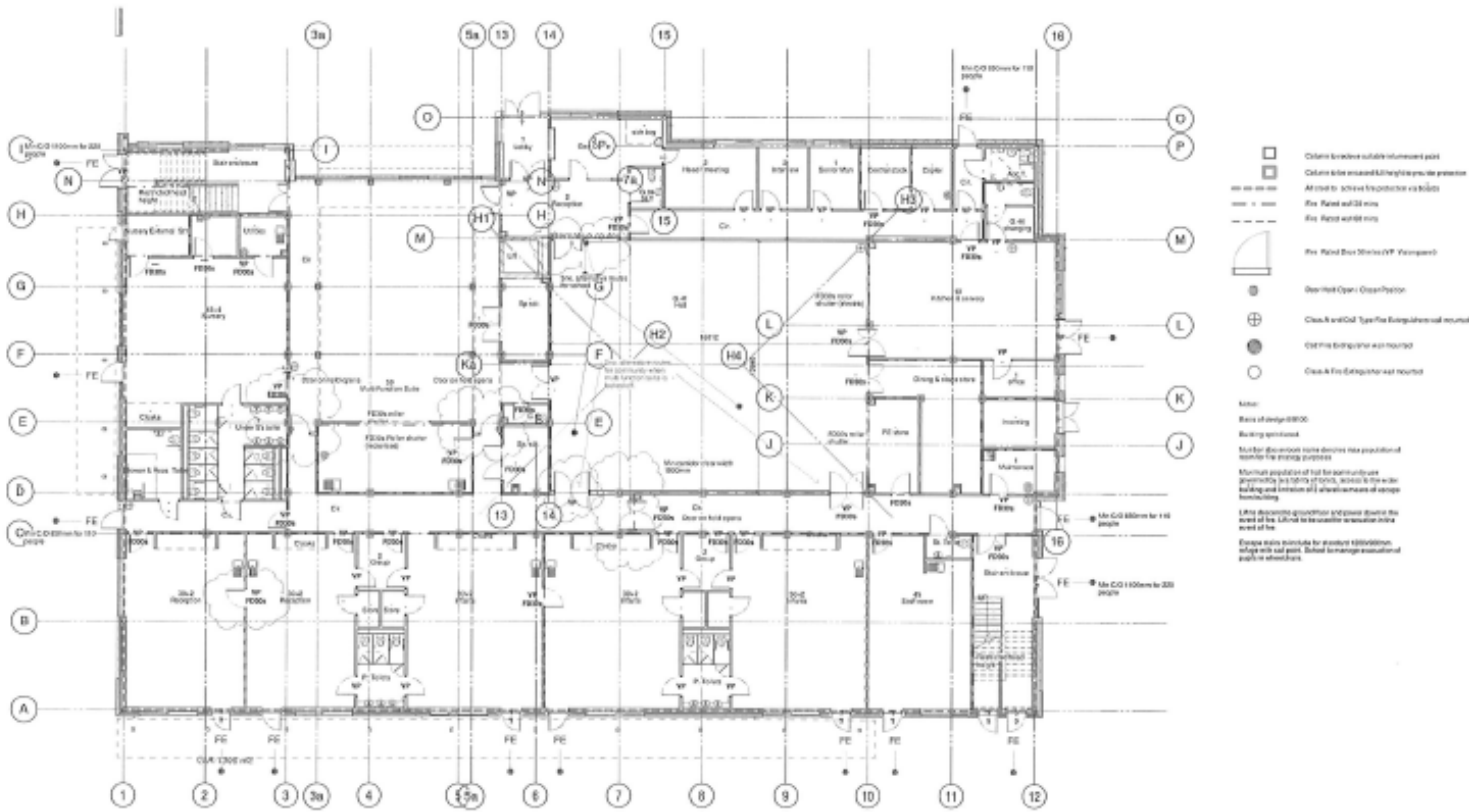
In addition, the school works closely with and utilises the specialist services and expertise of external agencies, to help to ensure that disabled pupils are able to access the curriculum, e.g. Occupational Therapy, Visual & Hearing Impairment and Speech & Language Therapy.

Equal Opportunities

We do not discriminate (either directly or indirectly) against anyone on the grounds of their gender, race, ethnic origin, religion, ability, disability, sexuality or any aspect of their social/cultural background. Furthermore the school community is committed to countering all forms of racial prejudice and discrimination. All procedures are designed to promote equality and diversity.

Strategic Development Priorities

Actions	Resources	Persons Responsible	Impact
Ensure staff have appropriate First Aid Training.	SBS	SCL	Appropriate level of staff trained to administer first aid.
LRB staff and members of the leadership team to receive Team Teach training.	SBS	SCL	Trained staff are authorised to use physical intervention.
Staff awareness of how to respond to the needs of pupils with a range of disabilities to be assessed, e.g., visual/hearing impairment, language/speech therapy, dyslexia, etc.	SBS	LBr	All TAs will be able to meet the complex needs of individuals they directly support which will impact positively on the pupils' wellbeing and social and academic progress.
Introduce a range of experiences across the curriculum that challenges perception, stereotypes and discrimination against a range of disabilities.	SBS	All Staff	All staff will be equipped with the resources and knowledge to challenge the perception of all learners. All learners will participate in a range of experiences to challenge their thinking. All of which will reduce discrimination and stereotypical perceptions towards those who are disabled.



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This policy was created in September 2017 and reviewed in October 2018, September 2019, September 2020, December 2021

This policy was presented and accepted by the Governing Body in December 2017 & November 2019, September 2020, February 2022

All staff were made aware of this policy in October 2017, November 2019, September 2020, December 2021

This policy will be reviewed in December 2024