

# Ebor Gardens and Victoria Primary Academies



## Accessibility policy

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## **Statement of intent**

Victoria and Ebor Gardens Primary academies are committed to providing a broad, balanced and effective education for all the children who attend our schools.

We are committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore work closely with pupils with disabilities/additional needs, 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 academically, and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parents/carers questionnaires/discussions and through accessibility assessment plans.

This policy will be implemented at all times and adhered to by all staff members, pupils, parents/carers and visitors.

## **Legal framework**

1.1 This policy has due regard to statutory 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 Disabilities Act 2001**
- **Education and Inspections Act 2006**
- **Equality Act 2010**
- **Equality Act 2010 (Specific Duties) Regulations 2011**

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

- **The Equality Act 2010 and Schools, DFE (2014)**

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

- **Equality and Diversity Policy**
- **Equality Objectives Policy**
- **Early Years Foundation Stage (EYFS) Policy**
- **Special Educational Needs and Disabilities (SEND) Policy**
- **SEND Information Report**
- **Admissions Policy**
- **Behaviour Policy**
- **Managing Medical Conditions Policy**
- **First Aid Policy**
- **Anti-Bullying Policy**

- **Curriculum Policy**
- **Health and Safety Policy**
- **Academy Development Plan**

## **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<sup>1</sup> effect on their ability to carry out normal day to day activities.

2.2 The effect of the Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of sex, race, disability, sexual orientation, gender re-assignment, religion or belief.

## **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 Executive Principal, in conjunction with the Local Governing Body (LGB), will create an Accessibility Plan with the intention of improving the school's accessibility.

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

3.4 The LGB 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/carer or colleague.

3.6 The Head of School will ensure that staff members are aware of individual pupils' disabilities or medical conditions where necessary.

3.7 During a new pupil's induction, the Head of School will establish whether the pupil has any disabilities or medical conditions which the school should be aware of. In these instances a health care plan will be created and shared with staff members.

3.8 The Head of School is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities are experienced.

3.9 The Head of School, Governing Board and Senior Leadership Team (SLT) will work closely with external agencies to effectively create and implement the school's Accessibility Plan.

3.10 The special educational needs and disabilities coordinator (SENCO) will work closely with the Head of School and LGB to ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.

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

3.12 Designated staff members will be trained to effectively support pupils with medical conditions, such as understanding how to administer medicines relevant to the school setting.

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<sup>1</sup> Long-term as defined by the Equality Act 2010 refers to 12-months or longer

## 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 Policy**.

4.2 The Accessibility Plan will be presented as a freestanding document or as part of another document.

4.3 **The Barnsley Primary Partnership** Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents/carers and visitors to the school within a given timeframe.

4.4 The plan has the following key aims:

- **To continue 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/carers 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 2022**.

4.6 If it is not feasible to undertake all of 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 will be undertaken by the **LGB** and **SENCO** every **year**.

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

4.12 The LA will provide auxiliary aids and services where necessary in order to help the school provide adequate support to pupils with disabilities.

## 5. Equal opportunities

5.1 Victoria and Ebor Gardens Primary academies strive to ensure that all existing and potential pupils are given the same opportunities.

5.2 Victoria and Ebor Gardens Primary academies are 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 in order to allow all pupils to reach their full potential and receive the support they need.

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

## **6. Admissions**

6.1 Victoria and Ebor Gardens Primary academies will act in accordance with the Admissions Policy.

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

6.3 In the event of entry examinations, the school will support those with SEND by making any reasonable adjustments necessary, e.g. publishing exam papers in a larger font.

6.4 Victoria and Ebor Gardens Primary academies 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 the 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/carers of pupils in possession of an Education Health and Care Plan (EHCP), and pupils with SEND, are invited to a transition meeting prior to the pupil starting the school in order to discuss the pupil's specific needs.

## **7. Curriculum**

7.1 Victoria and Ebor Gardens Primary academies are committed to providing a healthy environment that enables full curriculum access, which 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 Victoria and Ebor Gardens Primary academies aim to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

7.4 The Assistant Heads for each Key Stage and the SENCO will work together to adapt a pupil's SEND Support Plan (SSP), 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. Advice may be sought from outside agencies, such as OT, to provide adjustments

7.6 Where areas of the curriculum present particular 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/carers, 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. 'pupil passports' and Individual Health Care Plans.

7.10 Specialist resources are available for pupils with visual impairments, such as large print reading books and large print worksheets.

7.11 Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

7.12 Thrive Practitioners are in place to support children with emotional, social or mental disabilities.

## **8. Physical environment**

8.1 Victoria and Ebor Gardens Primary academies are committed to ensuring that all pupils, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises.

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

8.3 There are provisions for nappy changing.

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

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

8.6 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, if a parent/carer/pupil need arises or when new legislation/guidance concerning equality and disability is published.

9.2 The LGB and Executive Principal will review the policy in collaboration with the Head of School and SENCO's support.

9.3 Equality impact assessments will be undertaken as and when school policies are revised.

