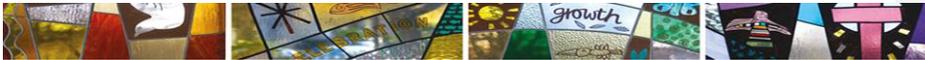




**St. Peter's**  
Church of England Primary School

# Accessibility Policy

Date Adopted by LGB	March 2023
Date for Review	March 2026



## **Introductory Statement**

The plan takes account of the school's public sector equality duty set out in section 149 of the Equality Act 2010, Disability and Discrimination Act 1995 as amended by the SEN and Disability Act 2001. It also draws on the guidance set out in "Accessing School: Planning to increase access to schools for disabled children" issued by the DFES in July 2002.

We believe that we work hard to ensure that the culture and ethos of this school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and we treat one another with respect. This school provides children with the opportunity to experience, understand and value diversity.

We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. The purpose of this plan shows how St Peter's CE School intends, over time, to increase the accessibility of our school for children staff, parents/carers and visitors.

Disability is:

'A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.'

(Equality Act 2010)

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.

We are committed to providing a fully accessible environment which values and includes all children, school personnel, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

## **Aims**

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled children can participate in the curriculum
- Improve the physical environment of the school to enable disabled children to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled children

Yorkshire Causeway Schools Trust aims to treat all its children fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

The Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Trust and its schools support any available partnerships to develop and implement the plan.

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

### **Legislation and guidance**

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

The Equality Act 2010 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 (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than 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 children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled child faces in comparison with non-disabled children. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### **Principles**

- Compliance with the Disability Discrimination Act (DDA) is consistent with the school's vision and the operation of the school's SEND policy;
- The school recognises its duty under the DDA (as amended by the SENDA):
  - not to discriminate against disabled children in their admissions and exclusions, and provision of education and associated services
  - not to treat disabled children less favourably
  - to take reasonable steps to avoid putting disabled children at a substantial disadvantage
  - to publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);
- 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;
- The school provides all children with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual children and their preferred learning styles; and endorses the key principles in the National Curriculum 2013 framework which underpin the development of a more inclusive curriculum:
  - setting suitable learning challenges
  - responding to children' diverse learning needs
  - overcoming potential barriers to learning and assessment for individuals and groups of children

## Activity

### Education & related activities

The school will...

- continue to seek and follow the advice of specialist teachers, advisers, SEND Hub professionals, and appropriate health professionals from the local NHS Trusts.
- ensure that teachers and teaching assistants have the necessary training to teach and support disabled children
- ensure classrooms are optimally organised for disabled children
- ensure lessons provide opportunities for all children to achieve and are responsive to child diversity
- ensure lessons involve work to be done by individuals, pairs, groups and the whole class
- ensure all children are encouraged to take part in music, drama and physical activities
- ensure staff recognise and allow for the mental effort expended by some disabled children, for example using lip-reading
- ensure staff recognise and allow for the additional time required by some disabled children to use equipment in practical work
- ensure staff provide alternative ways of giving access to experience or understanding for disabled children who cannot engage in particular activities, for example some forms of exercise in physical education
- provide access to computer technology appropriate for students with disabilities
- ensure school visits, including overseas visits, are made accessible to all children irrespective of attainment or impairment
- ensure there are high expectations of all children
- ensure staff seek to remove all barriers to learning and participation

### Physical Environment

The school will...

- take account of the needs of children 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, acoustic treatment and colour schemes and more accessible facilities and fittings.
- allow access for all children in the following areas - academic, sporting, play, social facilities, classrooms, the hall, library and outdoor sporting facilities and playgrounds
- allow children who use wheelchairs to move around the school allowing access to required provision
- ensure pathways of travel around the school site and parking arrangements are safe; routes are logical and well-signed
- ensure emergency and evacuation systems are set up to inform ALL children, including children with SEN and disabilities
- ensure non-visual guides are used to assist people to use buildings
- ensure visual signing is clear to all children with disabilities
- ensure all areas are well lit
- ensure steps taken to reduce background noise for hearing impaired children
- ensure furniture and equipment is selected, adjusted and located appropriate
- provide appropriate facilities for those requiring intimate care

## Provision of Information

The school will...

- make itself aware of local services for providing information in alternative formats when required or requested.
- provide, on request, information in a simple language, symbols, large print, or in Braille for children and prospective children who may have difficulty with standard forms of printed information.
- ensure information is presented to groups in a way which is user-friendly for people with disabilities.
- ensure that staff are familiar with technology and practices developed to assist people with disabilities.

## Welcoming and preparing for children with a disability

Where it is practicable to make reasonable adjustments to enable a prospective child to take up a place at the school and to satisfy the current admissions criteria, the school is committed to providing those reasonable adjustments.

In order to meet the needs of disabled children, the school requires full information. The school will ask families of prospective children to disclose whether they have received any learning support, have had an Educational Psychologist's report or have any disability or other condition of which the school should be aware. Where a child has an Education Health and Care Plan (EHCP) the school will work with the Local Authority (LA) who makes and maintains the plan to ensure that the identified provision is delivered in an appropriate manner.

In assessing ~~a the~~ child or prospective child, the school may need to take advice and require assessments as appropriate.

The school will be sensitive to any issues of confidentiality.

This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Health and Safety Policy
- Special Educational Needs Policy
- Child Protection Policy

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## Accessibility Targets and Plan

### Increasing the extent to which children with a disability can participate in the school curriculum

Targets	Strategies	Outcome	Timeframe
Enable staff to increase their knowledge and understanding of the needs of children with a disability and adapt the curriculum accordingly.	Training of staff once children needs identified. Liaise with specialist teacher advisors for different range of needs that identified children have.	Staff confidence in providing appropriate teaching and support to fully meet the requirements of disabled children' needs with regards to accessing the curriculum.	To be addressed with the arrival of new children.
Ensure all children have full access to all curriculum subjects including those which require use of specific equipment such as PE, Art, Design Technology.	Work with child, family and appropriate agency to ensure any necessary adaptations are in place e.g. OT recommendations, purchase of equipment.	All children will be able to access the different curriculum areas in the school.	Ongoing.

### Improving the physical environment of the school to increase access to education

Targets	Strategies	Outcome	Timeframe
Any changes to building to consider and account for best practice	Discuss with architects/builders any alterations/changes that can make building more accessible (with any budget limits) e.g. the colour contrast of critical features around the school e.g. handrails, handles, doors	Hazards around the school are obvious e.g. stairs. Critical features stand out and make movement around the school accessible for all	Ongoing

### Improving the delivery of information to disabled children, staff and visitors

Targets	Strategies	Outcome	Timeframe
Ensure that website is fully accessible to disabled users	Complete accessibility audit using - <a href="#">online checker</a> and address any issues raised e.g. <ul style="list-style-type: none"> <li>• Background and foreground colours contrast</li> <li>• Headings not in sequentially-descending order</li> <li>• Images do not have alt attributes (text descriptions)</li> <li>• Forms do not have labels</li> <li>• Links do not have names</li> <li>• Videos having subtitles</li> </ul>	New website incorporates disability aids	December '18