

## ACCESSIBILITY PLAN

**2018-2023**

The Equality Act 2010 replaced all previous discrimination law and equality legislation and provides a single piece of legislation covering all the types of discrimination that are unlawful. The effect of the law is that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

The definition of disability under the law is a wide one. A disabled person is someone who has 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.*

The definition includes:

Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues, incontinence, ADHD, Autistic Spectrum Disorder, Downs Syndrome, Hydrocephalus, Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia, HIV, Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders.

If a person has been disabled in the past (for example, cancer recoverees and people with a history of mental illness) they are covered by the legislation for the rest of their life.

### **Aims**

Our aims are:

- Ensure no member of the school community is discriminated against because of sex, race, disability, religion or belief or sexual orientation
- Increase access to the curriculum for pupils with a disability, medical condition or other access needs
- Improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with disability, medical condition or other access needs can access education and associated services
- Improve the delivery of information to pupils, staff, parents/carers and other members of the school community.

The Accessibility Plan will be used to inform and advise other school planning documents. The plan is structured to complement and support the school’s Equality Objectives, which are published on the school website, and should be read in conjunction with other school policies and documents,

including Admissions, Exclusion, Special Education Needs and Inclusion, Medical Needs, Equality and Diversity and Health & Safety.

## **Principles**

Priory Fields school is committed to providing an environment that enables full curriculum access for all, and values and includes all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Compliance with the Equality Act is consistent with the school's aims and the operation of the school's SEN Inclusion Policy and all other school policies. We will:

- Ensure that no policies or practices discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation in any aspect of school life, including admissions and exclusions policies.
- Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school such as participation in visits, after school clubs and school visits. It also covers the provision of auxiliary aids and equipment, which may assist pupils in accessing the curriculum.
- Improve and maintain access to the physical environment of the school; including adding specialist facilities, where there is a need, within a reasonable timeframe.
- Where there is a need, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include adaptations to flyers and handouts, textbooks, electronic screens and other school information, with information being made available in preferred formats within a reasonable timeframe.
- Value 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.
- Offer whole school training - recognising the need to continually raise awareness of staff and governors of equality issues and the school's obligations under the Equality Act 2010.

## **Current Good Practice**

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children who are already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

## **Physical Environment**

The school is housed in a new school building (2018). All internal space is fully accessible and complies with current DDA legislation. The upper floor is accessible by stairs or lift. There are disabled toilet facilities on both floors.

During the transition from the old building access to some areas of external space (playground, field) is challenging for pupils, staff or other users with a physical disability. Wherever possible adaptations are made and alternative spaces, which are accessible are utilised.

Some aspects of school life present particular challenges for example lunch and break times for pupils with social/interaction impairments, school trips for children with medical need and after-school clubs for children with physical impairments. All reasonable adjustments are made to support as full an involvement as possible.

The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking any 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.

### **Curriculum**

Through planning for individual need, we aim to provide as inclusive an approach as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments. Every effort is made to ensure all areas of the curriculum are available to all pupils regardless of their disability. Where an activity cannot be made accessible or would be inappropriate then an alternative activity will be made available. For example handwriting practice might be inappropriate for a pupil with a physical impairment; practising keyboard skills would be a suitable and valuable alternative. Planning to improve access to the curriculum will include identifying reasonable adjustments to offer equality of opportunity.

As required, specific staff training is offered to help improve access to the curriculum, and specialist equipment is purchased as necessary. Review of the participation of disabled pupils during lesson observations will inform future developments in inclusion.

### **Information**

Access to information in different format is made available as and when required.

### **Complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs and to ensure no member of the school community is discriminated against. Any complaint in relation to this policy will be dealt with in accordance with the school's Complaints Policy.

**ACCESSIBILITY PLAN****Five Year Plan of actions 2018 - 2023**

<b>Aim</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>How often will monitoring take place?</b>	<b>Who will be responsible for implementing the action?</b>	<b>Date</b>
To increase the extent to which disabled pupils can participate in the school curriculum	Liaise with pre-school providers to prepare for new intake children in EYFS	Provision set in place ready for child/ren to start	Annually	HoS EYFS Manger	May to July annually
	Liaise with other schools to prepare for intake of new children who transfer in year	Provision set in place ready for child/ren to start	Annually	FLO AHT	As required
	Establish and maintain close communication with parents	Clear collaborative working established to ensure best outcomes	Annually	SENCo	As required
	Establish and maintain close communication with outside agencies for pupils with additional needs	Collaborative working with all key personnel ensures best outcomes	Annually	SENCo	As required
	Ensure full participation of all pupils in the wider and extended curriculum – including trips, clubs, visits – through personalised risk assessments and access plans for individual children	Full participation of all pupils in the wider school curriculum	Annually	HoS TLRs	As required
To improve the physical environment to increase the extent to which pupils with disability, medical condition or other access needs can	Complete the transition to the new building – demolition of old school and improved pathways to playground and field	Full access to outside spaces for all stakeholders	Termly	Academy business manager ExHT	July 2019
	Ensure reasonable adjustments are made for pupils with a disability or	As full as possible inclusion of all pupils.	Annually	SENCo ABM	As required

access education and other services	other access needs	Safe evacuation in an emergency.			
To improve the delivery of information to pupils, staff, parents/carers and other members of the school community	To improve access to written information for stakeholders. Offer information in alternative formats. Offer support from staff in reading and interpreting school information	Evidence that information has been made available in different formats and reasonable consideration has been given to overcoming difficulties	Annually	SENCo FLO/PSA	As required
	Access arrangements are considered for statutory testing	Access arrangements utilised when necessary	Annually	Y6 TLR HoS	Spring annually

**ACCESSIBILITY PLAN****Five Year Plan of actions 2016 - 2021**

<b>Issue being addressed</b>	<b>Action to be taken</b>	<b>How will the impact of the action be monitored?</b>	<b>How often will monitoring take place?</b>	<b>Who will be responsible for implementing the action?</b>	<b>Date</b>
Physical accessibility	Outside Signage: Visitors with accessibility difficulties to be invited to phone for assistance	Improved access – visitors with accessibility difficulties use of accessible zone	annually	Office manager Finance and premises governors committee.	July 2017
Physical Accessibility	Mark nosings to all external steps	Renew paint as necessary to ensure all step nosings are marked	annually	Site manger	July 2017
Physical Accessibility	Engage in New Build programme to provide a building which is DDA compatible	DDA compatible building	annually	ExHT	July 2021
Curricular Accessibility	Ensure progress of SEN children matches 'all children'	Data analysis			

Alternative Formats	Availability of written material in alternative formats when requested.	Make enquiries to convert written information into alternative formats.	annually	Office manger	July 2017
Alternative formats	Develop school website area for EAL parents to improve access to school documents and information for this group.	Ongoing	annually	PSA	