


Accessibility Policy

Policy Originator	Campsbourne
Governor Responsible	Chair of Governors
Last reviewed	Spring 2022
Ratified on	19.01.2022
Review period	Annual
Signed	

Introduction

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 pupils can participate in the curriculum
- 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 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.

Aims

This policy sets out the steps the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life in the wider community and in the non-educational services they might provide. It aims to

- Provide a definition of both disability and inclusion that is wider than special educational needs and applies to all vulnerable groups such as that set out in **DDA 95 as amended by SENDA from 2002 Code of Practice part 4**.

"It is important to recognise that the definition of children with learning difficulties includes children with a disability where any special educational provision needs to be made. It means that children with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is, anything that is *additional to or different from* what is normally available in schools in the area".

- **Work with the social model of disability that is: while many individuals have physical or sensory impairments, learning difficulties or are living with mental health problems, it is in many cases the way society responds to these (attitudinal and environmental barriers) which can increase the level of disadvantage and not the disability itself.**
- Take a proactive approach in making reasonable adjustments
- Work with pupils, staff and parents/carers
- Involve the views of disabled pupils, their carers and staff where appropriate in identifying priority actions within the school improvement plan

The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably or disadvantaged in any procedures, practices and service delivery. The school will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.

This scheme sets out the steps we will take to remove barriers and promote disability equality in all areas of school life.

Our Accessibility Plan sets out our work to remove barriers – physical, social model (attitudes), communication and curriculum by:

- Increasing the extent to which disabled pupils can participate in the school curriculum i.e. rearranging classrooms so that wheel chair user is able to access their classroom.

- Improving the environment of the school to increase the extent to which disabled pupils, parents/carers and staff can take advantage of education and associated services
- Improving the delivery of written information to disabled pupils, parents/carers and staff.

We will further develop our Accessibility Plan as part of our scheme to promote disability equality in the other areas for disabled pupils, staff, parents or carers by questioning, challenging, removing barriers, making reasonable adjustments and linking the outcomes to our policies and our school improvement plan.

OUR PRIORITY AREAS IDENTIFIED IN THE ACTION PLAN

Access to the curriculum

Behaviour and exclusions – The behaviour policy states that our “primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure so that people can work together with the common purpose of helping everyone to learn.”

Teaching and Learning – Support staff are contracted to start work with children who have additional needs. The SEN and Inclusion policies clearly articulate the school’s expectations for children of all abilities and needs.

Curriculum – developing positive attitudes – The school follows the PSHE curriculum which encourages children to think about “differences and similarities between people arising from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

Data collection, monitoring and assessment – The progress and attainment of children who are on the SEN registered are monitored every term and analysed according to gender, EAL, SEN Need, Ethnicity and Pupil Premium. Relevant information about a parent’s disability needs are stored on the school’s information management system.

Participation and engagement

Engaging disabled pupils, staff, parents and local community developing a voice (parents and governing body) – Members of the school council are selected by their classes and have included children with SEND. All governors are made aware of their statutory responsibility to promote disability equality.

Eliminating harassment and bullying - The school’s anti-bullying policy specifically recognises that children with SEND including physical, learning and EBD can be vulnerable to bullying.

Employment

Employing and promoting, training disabled staff

The school’s Staff Sickness and Absence Policy states that, “The Equalities Act 2010 makes it unlawful for employers to discriminate against existing or prospective staff for a reason relating to their disability.”

Staff are asked to declare any disability that they have on their employment application form but they have the opportunity to decide whether it is recorded on the school’s management information system.

The school has a disabled toilet which is located on the ground floor.

Access to information and services

Lunchtime or after school clubs and trips – Staff are required to complete a risk assessment 2 weeks prior to any trip. Children who have SEND have individual risk assessments carried out for them.

Medical and personal care needs - The school has a Medicines Policy which requires parents to agree for any medication to be administered by staff with specific arrangements put in place.

Health and Safety – Risk assessments are carried out on all disabled people to ensure safe evacuation and a Personal Evacuation Plan drawn up.

Admissions, Transitions – Children who join the school in nursery or reception receive a home visit prior to the child's arrival and parents of children who join the school in KS1 and KS2 meet with a member of the SLT to identify any specific needs in advance so provision can be adapted accordingly.

Physical access

Lettings and use of building by community –

The governors have adopted the standard conditions as detailed in the Local Authority Finance Regulations. All capital projects are designed to provide maximum access for the disabled.

Information we will collect

This scheme will monitor -

- Admissions of disabled pupils
- Exclusion of disabled pupils
- Disabled pupil attainment
- Recruitment, retention and career development of disabled staff
- Effectiveness of reasonable adjustments

We will use the results of our monitoring and assessment activities to make reasonable adjustments, review the effectiveness of this plan and identify future priorities.

Looking ahead

We are aware of the following major challenges for our school that may impact on our work to promote disability equality:

- Swimming Pool
- Gym
- Play Equipment

Reporting on progress

This scheme will be reviewed every three years by the Governing body.

Campsbourne Primary School Accessibility Plan - 2021 to 2024: Improving the Curriculum Access				
TARGET	STRATEGY	OUTCOME	TIMEFRAME	PROGRESS MADE TO ACHIEVE TARGET
To provide a CPD programme which ensures all staff are knowledgeable in terms of the needs of children with disabilities and strategies to support them.	Audit of children's needs Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, inset	All staff fully meet the requirements of disabled children's needs with regards to accessing the curriculum <i>Monitored by HT and Inclusion Manager</i>	Continuous	Teachers and support staff have received CPD on supporting children with special needs. Provision for children with special needs is also a performance management target.
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment and if outside providers are used they will comply with all current and future legislative requirements <i>Monitored by HT</i>	Continuous	The majority of out of school activities have not taken place due to the pandemic.
To ensure classrooms are optimally located and organised to promote the participation and independence of all pupils	Review classroom locations and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils <i>Monitored by HT</i>	Continuous	Learning time is not lost due to adjustments being made to accommodate individuals. Children with SEND integrate seamlessly with their classes.
Raise Governors' Awareness of Disability Issues	Provide yearly update as to how we plan to address targets in this plan.	Whole school community aware of issues relating to Access <i>Monitored by Chair of Governors</i>	Continuous	Progress reported annually through this policy / action plan.
To deploy Learning Support Assistants effectively to support children's participation	Review needs of pupils within each class (e.g. through Dorset Matrix) and staff accordingly Ensure staff skills are matched to children's needs	Pupils needs are appropriately met through effective deployment of skilled support staff <i>Monitored by HT and Inclusion Manager</i>	Continuous	SEND Review (Autumn 2020) highlighted the effective use of support staff to meet needs of children with special needs.

Campsbourne School Accessibility Plan - 2021 to 2024: Improving the Physical Access

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. In some cases Health & Safety issues necessitate more prompt action.

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	PROGRESS MADE TO ACHIEVE TARGET
Junior Building	New School Entrance	Ensure new school entrance has disabled access and hearing / wheel chair adaptations.	2021/2022	Phase 2 of building work due to commence in spring 2022.

Campsbourne School Accessibility Plan - 2021 to 2024: Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	PROGRESS MADE TO ACHIEVE TARGET
Make available school brochures, school newsletters and other information for parents in different languages.	Use google translate via email and website to translate materials automatically.	All school information available in parents' first language.	Continuous	Google translate is used for key documents sent to our Turkish speaking families. Need to promote use of this facility on website.
Review documentation with a view of ensuring accessibility for pupils with hearing / visual impairment	Get advice from (Hearing and Vision Support Services (HVSS)) on alternative formats and use of IT software to produce customized materials.	All school information available for all	As required	Currently sourcing quotes for class based speaker systems.