

# Accessibility Policy

## Oldfleet Primary School

Policy reviewed and adopted by the Board of Trustees	<b>February 2022</b>
Version	<b>2</b>
Date of next review:	<b>September 2025</b>
Responsible Committee:	<b>Local Governing Body</b>
Monitoring:	<b>Head of School</b>
Related Policies	<b>N/A</b>



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## Introduction

Our vision, underpinned by co-operative values<sup>1</sup>, is threefold; to work in partnership with the community we serve to combat social exclusion and deprivation, to build a sustainable and vibrant community and local economy, and to provide learners with a global perspective helping them to become responsible and articulate citizens in a global economy. We will achieve this by delivering the highest possible standards of education, and for this we rely on the performance of all our employees. With this in mind the Trust is committed to providing staff with development opportunities and support.

The success of YHCLT is due to our employees performing at a consistently high level, through a shared passion for teaching and learning, high aspirations for student learning, with each individual continually developing and growing professionally.

Prior to final approval by the LGB, this policy has been the subject of review and suggested amendments have been taken into consideration and changes made where they can be agreed.

## 1 Aims

At Oldfleet Primary School our values reflect our commitment to a school where there are high expectations of everyone. Pupils are provided with high quality learning opportunities so that each pupil attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible pupils here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving pupils' confidence and self-esteem. We know that safe and happy pupils achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 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.*

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

The Accessibility Policy and Plan will be reviewed regularly and at least every three years. New objectives will be set and published at least every four years.

OFSTED inspections may look at the accessibility plan and its implementation as part of their reviews.

## 2 Objectives

Oldfleet Primary School is committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We plan, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. Accessibility Plans will be drawn up to cover a three-year period

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values a parent's knowledge of their pupil's disability and its effect on their ability to carry out everyday activities and respects the parent's and pupil's right to confidentiality.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Oldfleet Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

## 3 Responsibilities

Oldfleet Local Governing Body are accountable for ensuring:

- The implementation of the Accessibility Policy
- That regard is given to the need to provide adequate resources for the implementation
- A review and reporting on progress is undertaken.

The lead Governor for this is: Mrs Chris Storr (SEND governor)

The Head of School is responsible for:

- Providing accurate and appropriate information to the Governing body to enable them to publish and demonstrate compliance with the Public Sector Equality Duty
- Making sure that steps are taken to address the school's accessibility plan
- Making sure that equality and access plans are readily available and that the Governors, staff, pupils, parents and guardians know about them
- Providing regular information for staff and Governors about progress against the accessibility plan
- Taking appropriate action in cases of discrimination

All staff are responsible for:

- Eliminating discrimination and other conduct that is prohibited by the Act
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it
- Visitors and contractors are responsible for following the Accessibility Policy

#### **4 Our Accessibility Aims**

Oldfleet Primary School plans over time to increase the accessibility of provision for all pupils, staff and visitors to the school. Our aims are:

- 2 To increase the extent to which disabled pupils can participate in the school curriculum and can access the physical environment of the school
- 3 To improve the delivery of written information to disabled pupils, staff, parents and visitors in an appropriate format
- 4 To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of their education and associated services

<b>Aim 1</b>			
Increasing the extent to which disabled pupils can participate in the school curriculum and can access the physical environment of the school			
<b>Outcome</b>	<b>Action</b>	<b>Time</b>	<b>By whom</b>
To ensure that the school complies with the Equality act by ensuring all policies reflect inclusive practice and procedure	Review all statutory policies to ensure that they reflect inclusive practice and procedure	Reviewed termly	Head of School VM (SENCo)
To ensure that all children have full access to the curriculum	Monitor teaching and learning to ensure all children are being offered: <ul style="list-style-type: none"> <li>● A curriculum which meets their needs</li> <li>● A range of support including that from trained Teaching Assistants</li> <li>● Multimedia and ICT opportunities that support most curriculum areas</li> <li>● Specific equipment sourced from Occupational Therapy / IPASS (where appropriate)</li> </ul>	Review half termly	All staff
To ensure able and more able pupils are making proportionate progress	Monitor teaching and learning to ensure able and more able pupils are identified within each cohort and differentiated activities and challenge as and when appropriate	Review half termly	All staff
To ensure that the needs of all disabled pupils, parents and staff are represented within the school	Promote the involvement of disabled students in all aspects of the curriculum through the use of equipment and or staff. Raise awareness of disabilities through teaching and learning by creating positive images of disability within school	Ongoing	All staff

<b>Aim 2</b>			
Improving the delivery of written information to disabled pupils, staff, parents and visitors in an appropriate format			
<b>Outcome</b>	<b>Action</b>	<b>Time</b>	<b>By whom</b>
Availability of written material in an alternative format when specifically requested	Alternative formats to be made available to parents as and when requested	When required	VM
Make available newsletters and other information for parents, in an alternative format when specifically requested	Digital and hard copies of our newsletter to be made available to parents at all times	When required	VM
Raise the awareness of adults working at and for the school on the importance of good communications systems	Staff induction meetings, induction policy and appraisals to include a focus on the importance of good communication systems for parents	When required	VM/JW/JM

### Aim 3

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of their education and associated services

Outcome	Action	Time	By whom
To enable the needs of disabled pupils to be met where possible	Take into account the needs of pupils, staff and visitors with physical and sensory difficulties	Review half termly	VM All staff
To ensure that the medical needs of all pupils are met fully within the capability of the school	To work with parents, pupils and external agencies to identify training needs and establish protocols where required	Review half termly or when any changes occur	VM / JW /JM School nurse
To ensure disabled parents have every opportunity to be involved	To adopt a proactive approach to identifying the access needs of disabled parents, including where necessary: <ul style="list-style-type: none"><li>● Arrange interpreters from the RNID to communicate with deaf parents</li><li>● Arrange meetings with parents to explain and go through written communications</li></ul>	As required	Head of School VM/JW

## 5 References

Equality & Human Rights Commission, the Essential Guide to the Public Sector Equality Duty, 2011  
Department of Education, Equality Act 2010, Advice for School Leaders, School Staff, Governing Bodies and Local Authorities, September 2012.

## 6 Person Responsible

Updated Spring 2022

Head of School

To be reviewed Autumn 2025