

ACCESSIBILITY POLICY



ST MARY'S LEWISHAM CE PRIMARY SCHOOL

Our Vision

To be a learning community that promotes the unique gifts, wellbeing and potential of every person. Our work is founded on the life and teaching of Jesus Christ, building on His message of equality, peace and justice, guided by His words '*As I have loved you, so you must love one another*' (John 13:34).

Through our Accessibility Policy we will promote the school vision and develop equality for all to ensure that the unique gifts, wellbeing and potential of every child are fulfilled.

We will do this by:

- Ensuring that we have a curriculum which all children can access and participate in
- Improving the building to ensure that it is accessible to all
- Improving written information to all of our school community so that it is readily accessible
- Demonstrating to pupils that they are valued by celebrating their achievement and success
- Ensuring that pupils who have a barrier to their learning are identified early in order to support and sustain good progress
- Ensuring that we work in close partnership with parents, carers and professionals

Approved by: Resources Committee

Date: 08//03/2019

Last reviewed: March 2019

Next review due by: March 2021

Contents

1. Aims	2
2. Legislation and guidance	3
3. Action plan.....	4
4. Monitoring arrangements	7
5. Links with other policies	7
Appendix 1: Accessibility audit.....	7

1. 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 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

Our school aims to treat all its pupils fairly and with respect so that they can achieve their full potential. This involves providing access and opportunities for all pupils without discrimination of any kind.

We aim to:-

- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to 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 time frame.
- The plan will be made available online on the school website, and paper copies are available upon request.
- Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.
- Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>CPD for staff to increase their knowledge in differentiation</p> <p>Resources should be labeled an accessible to all pupils</p> <p>SEND pupils' progress will be tracked as a pupil group</p> <p>Pupils' individual targets are set at the beginning of the year</p> <p>Teachers to evaluate the curriculum, termly to ensure</p>	<p>Include differentiation in maths/literacy on the school yearly planner</p> <p>Discuss and review document in the inclusion meetings.</p>	<p>Headteacher</p> <p>Class teachers</p> <p>Deputy Headteacher</p> <p>Subject Leaders</p>	<p>10/09/18</p>	<p>There will be clear differentiation in pupil books</p> <p>Update plan as required</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>See Access to buildings plan App1</p> <p>Emergency lighting for outside areas to be improved</p> <p>Portable ramps for Community Hub and Library</p>	<p>Electricians to provide an estimate for the work.</p> <p>Budget to be set aside for the cost of carrying out the work.</p>	<p>Premises officer</p>	<p>20/10/21</p>	<p>Community Hub accessible to all users</p> <p>Improved security and safety of building and staff</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations <p>Availability of written material in alternative formats when specifically requested.</p>	<p>Make available schools brochures, school newsletters and other information for parents in alternative formats when specifically requested.</p> <p>Review all current school publications and promote the availability in different formats when specifically requested.</p>	<p>Ensure that the school reviews the information that needs to be accessible to parents. Translate documents in advance and in the main languages spoken by parents</p>	<p>School business manager School office Inclusion manager</p>	<p>20/01/20</p>	<p>Delivery of school information to parents and the local community improved</p> <p>All school information available for all who request it.</p>

Access to buildings and classrooms

Building	Features
Ground floor of main building	<p>All classrooms are accessible from the ground floor inside the building</p> <p>There is the provision of a disabled toilet although this needs to be extended and refurbished.</p> <p>Corridors are wide enough for wheelchairs to be used.</p> <p>Doors have low fitted handles.</p> <p>There are two ramped fire exits.</p>
Second floor of main building	<p>All classrooms are only accessible by stairs and not wheelchair accessible.</p> <p>There is no disabled toilet on the second floor.</p> <p>All fire exits are via stairs.</p>
Ramps	<p>There is a ramp fitted to the hall for easy access</p>
Emergency escape routes	<p>There are prominent signs throughout the building. Exit doors are wide enough for wheelchair access.</p>
Hall	<p>Accessible from the ground floor, through corridors and doors wide enough for wheelchairs to be used.</p> <p>Fire exit directly from the hall is via a short set of steps.</p>
Dining Hall	<p>Accessible from the ground floor, through corridors and doors wide enough for wheelchairs to be used.</p> <p>Fire exit directly from the hall is via a short set of steps.</p>
Playground	<p>Access to front and back playground via a short set of steps or ramped exit.</p> <p>Access to Reception outdoor provision via ramped exit.</p> <p>Access to Nursery outdoor provision via ramped exit or short set of steps.</p>
Main Reception and entrance to visitors	<p>Accessible from front playground via a short set of steps or ramp.</p> <p>Front playground accessible from street via intercom and short set of steps.</p> <p>Front playground accessible from street at the beginning and end of the school day via a ramp.</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by: Resources Committee

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Accessibility Action Plan

TARGET	STRATEGY	OUTCOME	RESPONSIBILITY	TIME FRAME	ACHIEVEMENT
Side entrance on KS2 playground	To improve the safety of pupils entering the KS2 playground (safety barrier in place at the side of the school)	Increased safety for pupils entering the KS2 playground	Premises Officer	Summer 2019	
Staircase leading to KS2 classrooms	To rebuild the stairs plus replace the stair rods	Staircase fit for purpose	Premises Officer	Autumn 2018	
Nursery – fire alarm and electrical updates	To update the fire alarm system and electrics to meet current standards	Nursery will meet current legislation and standards	Premises Officer	Autumn 2018	
Lighting	Emergency lighting for outside areas to be improved	Improved security and safety of building and staff	Premises Officer	Spring 2019	
Door Access	Portable ramps for Music Hut and Library	Access to all available	Premises Officer	Summer 2020	
Increased surveillance & security CCTV cameras	Cameras to be added KS2 landing + top playground	Increased security and safety for pupils	Premises Officer	Autumn 2019	