

Itchen Abbas Primary School Accessibility Plan



INTRODUCTION

This plan is drawn up in accordance with current legislation and requirements as specified by the Equality Act 2010. It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', issued by DfE in July 2002.

The Equality Act 2010 has simplified and strengthened discrimination law. Under the new legislation the Governing Body continues to have responsibility for accessibility planning for disabled pupils, staff and visitors. In previous policies, plans were incorporated into a Disability Equality Scheme and this policy and plan will build on those foundations.

The Governing Body, Senior Leadership Team and staff recognise their responsibilities towards disabled pupils, staff and visitors and will:

- monitor recruitment procedures to ensure that people with disability are given equal opportunities
- ensure that staff with disabilities are supported with special provision to ensure that they may carry out their work effectively without barriers
- where necessary, undertake reasonable adjustment to enable staff to fully access the workplace
- ensure that procedures are put in place to reduce and eliminate barriers for all pupils to enable access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

It is a requirement that this plan be resourced, implemented and reviewed and revised as necessary. This plan will be reviewed in consultation with:

- parents of pupils
- staff
- governors
- external partners – where appropriate

DEFINITION OF DISABILITY

- Disability is defined by the Equality Act as “when a person has a ‘physical or mental impairment which has substantial and long-term adverse effect on that person’s ability to carry out normal day to day activities.’
- Physical and mental impairments include sensory loss, mental illness, mental health, learning difficulties, dyslexia and physical conditions such as diabetes, arthritis and epilepsy. Behaviour difficulties are only included if they relate to underlying physical or mental impairment or result from a mental illness which is well recognised, e.g. Tourette’s, ADHD, ADD, ASD etc. This therefore includes a number of pupils who are, or may be on our SEN register.

- Within the terms of this document, “curriculum” is both teaching and learning within school time and participation in after school clubs, leisure, cultural and sporting activities and school visits.

PRINCIPLES

Compliance with the Equality Act is consistent with the school’s Values and Vision, Equality Policy, and the operation of the schools SEN policy.

The school recognises its duty under the Equality Act:

- not to discriminate against disabled pupils in admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to ensure that a disabled person can benefit from what our school can offer in the same way that a person without a disability can.
- to publish an Accessibility Plan

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 rights to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of an inclusive curriculum:

- setting suitable learning challenges
- responding to pupils’ diverse learning and cultural needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

ACTIVITY

- **Education and related activities**

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

- **Physical environment**

The school will take account of the needs of pupils, staff 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.

- **Provision of information**

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Accessibility Planning Duty 1

Ensure all pupils, regardless of disabled pupils can participate in the school curriculum, both inside and outside of the classroom.

We will continue to:

1. Provide training for all staff on differentiation of the curriculum including INSET/CPD for all staff on how to ensure all pupils within learning sessions are able to access the lesson content, through differentiated work and activities
2. Ensure equal access for disabled pupils to school clubs, school visits and extracurricular activities
3. Carry out effective risk assessment and planning for off-site trips and visits to include accessibility references

Accessibility Planning Duty 2

Ensure when necessary that the physical environment of the school enables all pupils, including disabled pupils, staff and visitors to access all areas of the school.

The outside of our school is fully accessible to wheelchairs and we have one disabled parking bay located within the front playground. Parents or visitors to the school wishing to use this space during 08:00 and 08:30 and/or 14:45 and 15:15 should contact the school office to arrange safe access.

Indoors of the building are not fully accessible for wheelchairs. The building dates from the Victorian period, and would require a number of ramps to be built to make it wheelchair accessible. We currently do not have a disabled toilet or changing facility. One toilet is equipped with a grab rail.

All classrooms and the hall have had acoustic panelling added. This provides sound insulation to support children with hearing impairments.

Should a child with additional needs join the school, we, in conjunction with outside agencies, Hampshire County Council and parents, would discuss what provision needs to be made and the school would aim to ensure the child's additional needs were met.

We will continue to carry out a regular access audit to assess the physical environment of the school; this will be completed during the termly Health and Safety audits of the school sites.

Accessibility Planning Duty 3

Ensure the communication of information to all pupils, including disabled pupils (and parents) meets their needs and requirements We will continue to:

1. Provide written materials in alternative formats as requested e.g. increased text size for people with visual impairment.
2. The school will respond quickly and appropriately as and when pupils with varying needs and/or disabilities join the school.

Date agreed by staff: May 2023

Date ratified by Governors: May 2023

To be reviewed every 3 years

Date for next review: May 2026