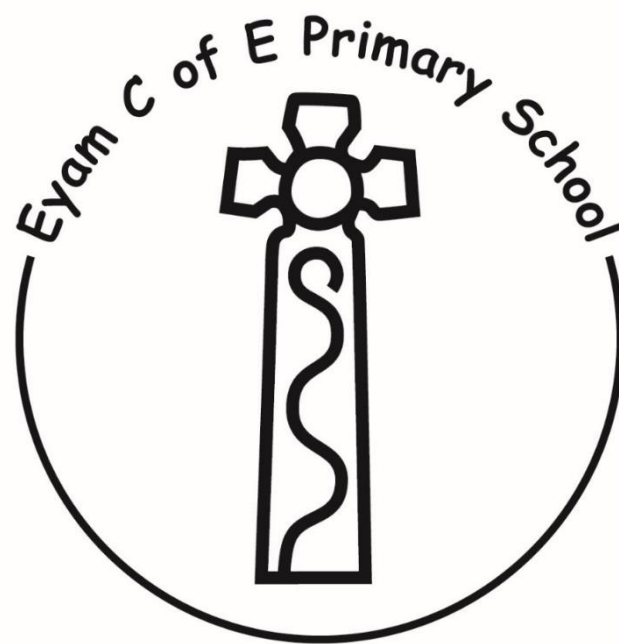


Eyam C of E Primary School

Accessibility Policy and Plan



Agreed: February 2020

Review Date: February 2022

Eyam School will be a thriving community built of self-motivated, resilient learners who work together using critical thinking skills to achieve and celebrate success through a culture of respect.

Signed by _____ on behalf of the Governing Body Date _____

Eyam C of E Primary School

Accessibility Policy and Plan for Eyam School 2020 – 2022

Vision for Eyam School

Eyam School vision is to be a thriving community built of self-motivated, resilient learners who work together using critical thinking skills to achieve and celebrate success through a culture of respect.

Our core values are: respect, resilience and responsibility

Aims

Eyam CE Primary School aims to model a fully inclusive approach to school life. We intend to treat all stakeholders, including pupils, prospective pupils, staff, governors, visitors to school and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with all pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage. We want all pupils to enjoy learning, participate fully in school life, make good progress and to achieve the best they can.

The school is active in promoting positive attitudes to people with disabilities and in planning to increase access to education. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

The purpose of the Plan

The purpose of this plan is to show how Eyam Primary School intends, over time, to increase the accessibility of our school for people with disabilities. Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. It must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a

committee of the Governing Body, an individual or the Head. Since September 2002, the Governing Body has had three key duties towards people with disabilities, under Part 4 of the DDA:

- Not to treat anyone less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils

Definition of Disability

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

What will the Accessibility plan do?

1. The Accessibility Plan is structured to complement and support the school's Equality and Diversity Policy and the SEND Policy, both of which can be accessed via our website.

2. Eyam Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. 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.

3. The School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that all pupils irrespective of disability are prepared for life.. This encompasses 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 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.

4. Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010. Priorities are identified through consultation with all stakeholders.

5. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents: Behaviour Policy; Equality and Diversity Policy; Health & Safety Policy; SEND Policy; School Improvement Plan.

6. The Accessibility Plan will be published on the school website.

7. The Accessibility Plan will be monitored through Governing Body committees and reported to the Full Governing Body

8. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

Should a child or adult arrive in school with more specific needs the Governors and staff would re assess the situation and make new recommendations. Currently our priorities are:

Short term

- Enquire at the Surgery to see if we can use their parking bay for one off disabled use
- To ensure all children can access school trips/events - ensure current Health and Safety and Risk assessment procedures are reviewed with all staff - linking to safeguarding
- To review the previous audit of SEN equipment
- Improve the demarcation of all steps
- Ensure all pupils who have problems learning spellings are given a chance to explore using
coloured overlays for reading and appropriate overlays / paper is then used for both reading and writing
- Run a touch typing class weekly for a range of KS2 pupils to enable them to get a head of their peers in readiness for secondary school.

Medium Term

- To review accessibility through classrooms by using wall space rather than floor space for storage.
- improve access to information about school through the website
- as and when pupils needs change make adaptations such as hearing loops or sign language

Long Term

- To investigate cost of water sensors in the toilets
- Review signage at main door
- Consider the ramp up to Owl class and review the incline for wheelchair use

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported annually.