

# Summerville Primary School

## Accessibility Policy & Plan



Date	December 2021
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Designated Governor	Judith Hardman
Signature	
Chair of Governors	Gail McNally
Signature	
Head Teacher	Joanne Jordan
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## 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. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Summerville we are committed to providing a fully accessible environment which values and includes pupils, staff, parents and visitors regardless of their age, 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 have high expectations of all pupils.

We are committed to taking positive action in light of the Equality Act 2010. With regard to disability. We are a welcoming, inclusive school and are eager to promote a culture of support and awareness within the school.

The Equality Act 2010 defines disability as when a person has a *'physical or mental impairment which has a substantial and long term effect on that person's ability to carry out normal day to day activities'*.

Some specific medical conditions are also considered as disabilities.

At Summerville:

- We will continue to make reasonable adjustments to avoid disabled people being placed at a disadvantage.
- We recognise the need to make changes to our practices to ensure, as far as reasonably possible, that a disabled person can benefit from what we offer to the same extent as a person with a disability.

- We recognise the need to treat a disabled person more favourably in order to ensure that they are able to access what we offer to the same extent as a person without a disability.
- We do not discriminate against a disabled pupil, with regard to admissions, simply because that pupil is disabled and this is reflected in our Admissions Policy.
- We will provide auxiliary aids or services for a disabled pupil, when it is reasonable to do so, to ensure that the pupil is not at a disadvantage in comparison to a non-disabled pupil.

Summerville has drawn up an accessibility plan, which is published on the school website and has the following aims:

- To increase the extent to which disabled pupils can participate in the curriculum.
- To improve the physical environment of Summerville to enable disabled pupils to take better advantage of education, facilities and services provided.
- To improve the availability of accessible information to disabled pupils.

Summerville will review its accessibility plan at least every three years.

### **Legislation and guidance**

The document meets the requirements of the 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 which has a substantial and long term effect on that person's ability to carry out normal day to day activities.

Under the Special Education 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 and 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 the premises.

### **Participation in the curriculum**

At Summerville all pupils have access to a full, broad and balanced curriculum. We are committed to overcoming potential barriers for learning for pupils with a disability.

- Summerville provides resources, auxiliary aids and equipment and support to ensure that pupils are fully able to access the curriculum.
- Classroom organisation also contributes to accessibility.
- Pupils with a disability are able to fully participate in out of school visits, after-school clubs and cultural activities.
- Summerville also seeks and follows advice on the provision of resources, aids and support from the Local Authority support services, such as specialist teachers, advisors and health professionals.
- Support staff are deployed according to individual pupils' needs

### **Physical Environment of Summerville Primary School**

Summerville Primary School was originally built in 1953. The building has changed and improved over time with added classrooms and refurbishment.

The school is on a single floor. The entrance is via a series of steps to a security door which is protected by a fob security pad. The buzzer to gain entry is easily accessible to all visitors. The office staff are on hand to assist disabled visitors. Wheelchair access to the school is via our Treetop nurture base.

We have a disabled toilet in the main corridor and one in the Treetop nurture base.

### **Accessibility Plan**

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

**Equality and Inclusion**

<b>Target</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Time Frame</b>
Accessibility Plan to be an annual agenda item at Governors Meetings	Clerk to Governors to add to list of required publication details	Adherence to current legislation.	Annually
Training to raise awareness of equality and disability issues.	Discuss our equality and inclusion issues. Discuss perceptions of issues with staff/governors to determine the current status of school Provide training for governors, staff, pupils and Parents	Whole school community aware of issues related to Access	By July 2022

**The Physical Environment**

<b>Target</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Time Frame</b>
Ensure that all areas of our school building and grounds are accessible for all children and adults and to continue to improve the access of the environment for all.	SLT to audit accessibility of school grounds. Governors Resources Committee to check accessibility and then produce an action plan based on findings.	Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all.	To be reviewed annually.
Sensory room and additional sensory garden areas to be developed to improve the provision for all pupils.	Sensory equipment and resources for children	Children to access the areas at times when they need it during the school day with our nurture TA.	By April 2022

**The Curriculum**

<b>Target</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Time Frame</b>
Continue training on different aspects of SEND including differentiation when required.	Review the needs of children with specific issues and provide relevant training.	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise this is an ongoing process, and the needs and expertise will change over time.	On going
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 that complies with all current and future legislative requirements.	On going
Classrooms are organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Specialist equipment available to support learning e.g. designated laptops, coloured overlays, pencil grips, writing slants, chair cushions	Equipment ensures all children have equality of access to the curriculum.	On going
Access arrangements to meet individual needs when taking tests etc. This will be applied for and support provided when required.	SENDCo will ensure appropriate testing and reports are provided in order to apply for access arrangements.	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.	On going
Ensure the appropriate deployment of support staff.	Support staff to be deployed most effectively to support the needs of all pupils.  Appropriate training for support staff to enable them to effectively deliver high quality interventions.	In class support, group interventions and 1:1 interventions to be carefully planned, delivered and impact monitored.	On going

### **Written and Other Information**

<b>Target</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Time Frame</b>
Make available school newsletters and other information for parents/carers in alternative formats.	<p>Review all current publications and promote their availability in different formats for those that require it.</p> <p>Our school will make itself aware of the services available through the LA for converting written information into different formats.</p>	The school will be able to provide written information in different formats when required for individual purposes.	On going
Availability of written information in alternative languages.	Our school will use information and translations provided by the EMTAS service for key information for EAL families.	School information will be available for all.	On going
To continue improving access to written material on screen and printed for any visually impaired member of the school community.	<p>Use of larger font where needed.</p> <p>Use of iPad.</p> <p>Access arrangement in tests to meet individual needs.</p>	Pupils who are visually impaired will be better able to access written information.	Review annually