

# SPEEN CHURCH OF ENGLAND VA SCHOOL

Seek, Believe, Achieve.



## ACCESSIBILITY POLICY

**'For through Him we both have access to the Father by one Spirit'**  
**Ephesians 2:18 NIV**

### Introduction

At Speen Church of England School we seek to reflect the Christian values of equality and compassion. We believe that all who engage both with and in our school community, should sense our ethos at all times, enabling all to thrive in our caring family environment.

It is a statutory requirement (see DfE's guidance on statutory policies for schools) for schools to have an accessibility plan to comply with the Equality Act 2010. This replaced all previous equality legislation, including the Disability Discrimination Act (DDA) and states that "schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation". Schools must ensure that they are meeting their duties under the public sector equality duty (PSED), which replaced previous statutory duties for schools on race, gender and disability.

DfE guidance also requires that the policy is:

- Reviewed and reported on annually and drawn up/updated every three years
- Approved by the governing body, who are free to delegate this to a committee of the governing body, an individual governor or the head teacher

Additionally, where disabled pupils are placed at a substantial disadvantage, schools must consider whether any reasonable adjustment can be made to overcome that disadvantage. This must be done within a reasonable time and in ways which are determined after taking account of the pupil's disabilities and any preferences expressed by them or their parents. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan. A school may wish to publish its accessibility plan within an equality and diversity policy. A school's accessibility policy should be available on a school's website.

The Key Objective of this Policy and Accessibility Plan is to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, staff, volunteers and visitors with a disability.

Schools' accessibility plans should reflect their intentions in three areas to:

1. Increase access to the curriculum for pupils with a disability
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
3. Improve the availability of accessible information to all within the school community

- For each aspect there should be short, medium and long term targets
- Success criteria should be included
- The plan should identify who is responsible for each target
- Timescales for completion must be indicated
- Resource implications should be costed and source of funding identified.
- Systems of evaluation and monitoring must be included
- Training needs should be identified (related to targets)

## Principles

Compliance with the Equality Act is consistent with the school's aims and single Equality Policy and the operation of the schools' SEN Policy and the school aims to:

- recognise its duty under the 2010 Act
- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
- not treat disabled pupils less favourably;
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
- to publish an Accessibility Plan.

**The remainder of this document describes the Accessibility Plan and what the school has available, or is making available, or will make available to meet the needs as stated under the principles above.**

Agreed by .....

Agreed on .....(date)

Approved by (Governors) Health & Safety/Premises Committee

Approved on ..... (date)

Review date -----

# ACCESSIBILITY PLAN

Initiative/Strategy Lead	Pers on	Target Date	Success Criteria	Monitored by	Cost/ Resources
<b>INCREASE ACCESS TO THE CURRICULUM FOR PUPILS WITH A DISABILITY</b>					
To review and monitor the level of classroom support, to ensure pupils' needs are being met within the current staffing levels.	HT	On-going	All pupils, but especially those with SEN, are properly supported during their learning and are able to achieve.	Governors (pastoral)	NB the first 15hrs SEN support has to be funded by the school. High needs block funding can then be pursued if the pupil is being progressed towards an EHC plan.
Staff have access training which is specific to pupils they are supporting	HT	On-going	Training is implemented to support pupils with specific needs	Governors curriculum	Cost of training
Medical training for staff on key aspects such as e.g. diabetes, asthma, epilepsy, anaphylaxis as and when needed.	HT	Annually	All pupils with medical needs will be safe and staff equipped to deal with necessary emergencies	Governors Premises Health and Safety	Handouts/ Training from School Nurse etc.
Liaise with other schools / pre-schools to ensure understanding of pupil needs so provision can be put into place.	EYFS staff	termly	Transition into school will be smooth with staff fully aware of individual needs.	Governors curriculum	Release time for Foundation stage leader to make school/home visits  Liaison time
Teachers' planning is differentiated, and has opportunities for all pupils to take part and achieve	Class teacher	Monitor	All planning to support the needs of every pupil.	HT & subject leaders	Teachers' PPA time
Disability awareness education for all pupils in the school (via Jigsaw scheme of work)	HT		Pupils treat others with disabilities well and show our school values	Governors curriculum	Jigsaw resources already purchased
Provision Maps are written to plan for specific support of SEN pupils	Class teacher & SEND CO	Monitor	Each child will have a plan which is specific to supporting individual pupils and these are familiar to all staff working with the child	HT Governors curriculum	Time to write Provision Maps
All pupils and families with EAL given access to information enabling their children to participate fully in the life of the school.	SEND CO	Monitor	Support enables inclusion with all aspects of school life	HT Governors curriculum	Liaise with Bucks EAL agencies
<b>IMPROVE THE AVAILABILITY OF ACCESSIBLE INFORMATION TO ALL WITHIN THE SCHOOL COMMUNITY</b>					
To continue to promote good relations between different ethnic groups.	All staff	Monitor Parent & Pupil Surveys	All ethnic groups of pupils and their parents mix freely. All pupils work together without prejudice and play and take part in school activities with each other.	Governors curriculum	HT
<b>IMPROVE ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL</b>					
Build ramp access to all classrooms	HT		All classrooms to have ramp access	Governors Premises H&S	DFC

Procedures are in place to alert individuals with hearing impairment to fire alarm.	HT	As required	Risk assessments and on-going arrangements to meet needs of any pupils with hearing impairment	Governors Premises H&S	Time to implement any arrangements
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