

# Whittington Church of England Accessibility Policy



To love, to learn, to flourish - together

## School Vision

Jesus said, 'I chose you and appointed you to bear much fruit, fruit that will last.' John 15:16

We are inspired by Jesus to learn with joy and flourish in love, faith and wisdom. Together, we live and grow well, valuing and respecting our differences and sharing our God given gifts. We aspire to be courageous and responsible, caring for our world and one another today for a better tomorrow.

Policy adopted: September 2024

Policy review: July 2024

## Statement of intent

Whittington C of E Primary is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents and visitors.

## Legal framework

1.1. This policy has due regard to legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

1.3. This policy will be used in conjunction with the following school policies and procedures:

- Equality and Diversity Policy
- Equality Information and Objectives Policy
- Early Years Foundation Stage (EYFS) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equal Opportunities and Dignity at Work Policy
- Admissions Policy
- Behavioural Policy

- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Development Plan
- Data Protection Policy

#### Definition

- 1.4. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.
- 1.5. The Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

#### Roles and responsibilities

- 1.6. Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.
- 1.7. The head teacher, in conjunction with the governing board or a select committee, will create an Accessibility Plan with the intention of improving the school's accessibility.
- 1.8. The governing board, or a select committee, will be responsible for monitoring the Accessibility Plan.
- 1.9. The full governing board will approve the Accessibility Plan before it is implemented.
- 1.10. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.
- 1.11. The head teacher will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.

- 1.12. During a new pupil's induction, the head teacher will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.
- 1.13. The head teacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- 1.14. The head teacher, governing board and SLT will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.
- 1.15. The SENCO will work closely with the head teacher and governing board to ensure that pupils with SEND are appropriately supported.
- 1.16. All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010.
- 1.17. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin.

#### Equal opportunities

- 1.18. The school strives to ensure that all existing and potential pupils are given the same opportunities.
- 1.19. The school is committed to developing a culture of inclusion, support and awareness.
- 1.20. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.
- 1.21. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
- 1.22. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.
- 1.23. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

## Admissions

- 1.24. The school will act in accordance with the Admissions Policy.
- 1.25. The school will apply the same entry criteria to all pupils and potential pupils.
- 1.26. The school will support pupils with SEND by making any reasonable adjustments necessary during entry exams, e.g. publishing exam papers in a larger font.
- 1.27. The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.
- 1.28. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.
- 1.29. Information will be obtained on future pupils in order to facilitate advanced planning.
- 1.30. Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

## Curriculum

- 1.31. The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- 1.32. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- 1.33. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.
- 1.34. The class teachers and the SENCO will work together, with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
- 1.35. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

- 1.36. Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.
- 1.37. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.
- 1.38. There are established procedures for the identification and support of pupils with SEND in place at the school.
- 1.39. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching.
- 1.40. Specialist resources are available for pupils with visual impairments.
- 1.41. Teaching assistants are deployed to implement specific literacy, numeracy and speech programmes.

#### Physical environment

- 1.42. The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises.
- 1.43. There are no parts of the school to which pupils with disabilities have limited or no access to.
- 1.44. The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- 1.45. There are provisions for nappy changing.
- 1.46. Where entrances to the school are not flat, a ramp is supplied for access.
- 1.47. Wide doors are fitted throughout the school to allow for wheelchair access.
- 1.48. The corridor flooring and lighting is designed to support those who are visually impaired.

#### Monitoring and review

- 1.49. This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published.
- 1.50. The governing board and head teacher will review the policy in collaboration with the SENCO.
- 1.51. Equality impact assessments will be undertaken as and when school policies are review



