

Accessibility Policy

(Incorporating Disability Equality)

Edleston Primary School



Approved by FGB September 2023

Next review due: September 2026

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1. Introduction and aims

Edleston Primary School is an inclusive school committed to challenging negative views about disability and accessibility and to developing a culture of tolerance and inclusion.

We aim to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the community fairly and with respect, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

As a school community, we aim to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

We support any available partnerships to develop and implement the policy.

Concerns relating to accessibility in school, should be addressed through the complaints procedure.

2. Relevant legislation and guidance

This document meets the requirements of [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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational 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 any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Definitions

Disability is 'a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'. (Equality Act 2010)

The test of whether impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday object
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

A child's ability to memorise, concentrate, learn, speak and move is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may amount to a disability.

Disability includes learning disabilities, dyslexia, diabetes and epilepsy, speech and language impairments and ADHD regardless of whether a child has been given an official diagnosis. A particular condition exists, whether or not it has been officially diagnosed.

Disability includes progressive conditions i.e. conditions that are likely to change and develop over time e.g. cancer, multiple sclerosis and HIV infection.

It is necessary for the effect of the impairment to be considered as it would be without any medication or other treatment e.g. epilepsy.

4. Key Objectives

The school recognises that many of its pupils, visitors and staff, whether disabled or otherwise, have individual needs when using school facilities. We recognise that for all pupils, the nature of their disabilities may mean that they experience specific difficulties related to accessing education,

and the physical environment. As part of the ongoing commitment to the delivery of an inclusive education, we will endeavor to ensure that all our pupils receive a high standard of education.

In order to ensure that we effectively meet the needs of disabled students the school will:

- Ensure that the Accessibility Policy is published on the school's website.
- Have high expectations of all pupils.
- Find ways in which all pupils can take part in the full curriculum including sport, music, and drama.
- Plan out-of-school activities including all school trips and excursions so that pupils with disabilities are able to participate fully.
- Establish an admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly.
- Devise teaching strategies which will remove barriers to learning and participation for pupils with disabilities.
- Plan the ongoing development of the physical environment of the school to cater for the needs of pupils with disabilities.
- Raise awareness of disability amongst school staff (teaching and non-teaching)
- Provide written information for pupils with disabilities in a form which is user friendly

5. Improving the Physical Environment

The ongoing development of the physical environment of Edleston Primary School is in consideration of accessibility for all users, having space in which people can easily move, interact and use the physical features.

Employees are part of the school, both in terms of their own interaction with pupils and parents, and also the ease with which they work within their physical environment. The school has an entrance for vehicles, with disabled parking available, and separate pedestrian access.

All areas around the school are on one level and accessible to all. Ramps are provided for use by wheelchair users where required.

The outdoor areas of the school grounds are used to reinforce the curriculum and offer experiences at break and lunchtimes. Staff ensure that the ethos of the school is carried into the grounds in all key stages.

Accessible toilet facilities are available for pupils, staff and visitors. Lighting is considered for purpose in all rooms with blinds in most rooms to allow for adjustable lighting. Rooms have contrast colours / paint identifying doors from walls to allow for children/people with a visual impairment to distinguish doorways easily. The school is aware of the affect that noises e.g. lights buzzing, can affect the ability of the children to work and concentrate. This is kept to a minimum and the Site Manager undertakes any repairs as soon as possible.

Fire evacuation procedures are displayed in every classroom and other areas around the school and there is a fire drill every term. Signage around the school adheres to current Health and Safety regulations and there is also signage using symbols/pictures. Separate risk assessments are drawn up for children that require support to leave the building during fire drills or other emergency procedures.

All outside areas are maintained regularly by the Site Manager and monitored by the School Office Manager. The Site Manager monitors the general internal condition of the school on a daily basis, also monitoring Health and Safety issues and completing statutory building checks. The school staff note any maintenance items in a book located in the staffroom for the Site Manager to attend to. Contractors are brought in for issues where required.

6. Access to the Curriculum

Our aim is that pupils with disabilities should, as far as possible, have access to a full and broad curriculum, similar to that followed by their peers.

The school has successfully supported pupils with a range of disabilities - hearing and sight impairment, neurological conditions, physical disability and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's SEND Policy and guidelines on assessing children who may have Special Educational Needs.

Great consideration is given to accessing the curriculum at the stage of admission, transition within the school or when a disability develops. A Special Educational Needs Support Plan for the pupil will be written in collaboration with parents and outside agencies to meet need, which will therefore be kept under constant review.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's graduated approach.

- Input from specialist (external) teachers
- Advice from health professionals such as physiotherapists or occupational therapists
- Technological enhancements — sound systems, ICT
- Adaptation of teaching materials

The School's ICT network provides access to pupils in all locations. Effective use of these facilities can enhance difficulties of mobility and sight impairment in particular.

The school timetable can and is often adapted to meet individual disability needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may limit some possibilities.

In conjunction with the School's SENCO, teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests.

The school has an on-going program of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

7. Informal Curriculum

Pupils at Edleston Primary School are always able to participate fully in the wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability. This has included

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's SEN Support Plan.

The suitability of any event and the need for additional support is discussed fully with parents in advance.

8. Developing a Voice for Pupils, Parents/Carers and Staff

- All children have open access to staff, including Senior Leadership Team.
- Individual appointments are made following requests from parents and carers to discuss their child's specific needs.
- The school SENCO is available most days for parents to access either by appointment, by email.
- Parents and pupils play an important role in the planning, implementation and reviewing of SEN Support plans.
- Parents and carers are made aware of all meetings, curriculum developments, activities etc. in class and school newsletters. Letters can be read to adults with reading difficulties, or alternative arrangements are made such as texting information via ClassDojo.
- Support is given to parents and carers who have difficulties completing forms, either from school, or with regard to benefit support for disabled children.
- Children with disabilities frequently need additional support at home and within the community. Applications for Disability Benefits require detailed information from school. All such requests are met.
- Parents and carers may request reports to assist with medical assessments e.g. a supporting letter to take to the GP.
- Parents and carers are made aware of the support available to them from Cheshire East Information, Advice and Support (CEIAS).
- Children with disabilities have access to all extra-curricular clubs.
- Meetings take place within school to support children and their parents with difficulties which may be specific to home e.g. difficulties managing behaviour at home.

9. Eliminating harassment and Bullying

Edleston Primary School recognises that harassment and bullying can take place within any institution. All allegations are investigated thoroughly and appropriate action taken. Any incidents are recorded on an incident form and on CPOMS.

In order to raise the profile and positive image of children with disabilities, achievements are celebrated regardless of whether they have been made in or out of school during a weekly assembly. The school also takes part in awareness events such as National Anti-Bullying Week.

10. Reasonable Adjustments

The Equality Act states that Schools are not expected to change their premises. They are however expected to make long-term proactive plans for improving access to their buildings through their planning duties and this document should be read in conjunction with the School Development Plan.

Edleston Primary School will continue to make 'reasonable adjustments' to ensure that disabled students, parents or visitors attending the school are not discriminated against. Making reasonable adjustments could include:

- Adjustments are made within class and support given where appropriate.
- Teaching and pastoral arrangements are flexible and designed to meet specific needs.
- Specialist equipment is used to support children within the classroom and in PE.
- Adjustments are made regarding off site and residential visits to ensure that pupils are included. Staff visit venues prior to the visit and adapt accordingly.
- Additional adult support is available to enable specific children to be supported in school during

breaks and at lunchtime.

- Exercise programmes are provided to support individual needs e.g. motor skills difficulties.
- Speech and Language Care Plans are followed to provide additional support within school so that children do not have to be withdrawn for Clinic sessions and can be given frequent therapy.
- Our sensory room and quiet work areas are provided for children with Autism and SEMH needs.
- Medication (with parental consent) will be given e.g. Ritalin.
- Monitoring of blood sugar levels and the administration of snacks are undertaken for Diabetic pupils following an Individual Health Plan.
- Epileptic pupils are monitored for 'absences' and fits as stated in their IHP.
- Seating arrangements within class take into account pupils with hearing and visual impairments.
- Classrooms are screened and modified, if necessary, if acoustically unsuitable for a child with a hearing aid.
- Dietary requirements are catered for e.g. food allergies, gluten intolerance etc.
- Inhalers are kept in school for asthmatic children and taken on school outings.
- Access arrangements remain under constant review.
- Risk assessments are undertaken by appropriate outside agencies and necessary building adaptations take place following their recommendations.

11. Information, Performance and Evidence

Pupil Achievement

Progress is tracked in accordance with school standard tracking procedures and is monitored with regard to the categories of need shown on the Special Educational Needs Register.

Learning Opportunities

Learning opportunities are available to all pupils and are delivered following any necessary reasonable adjustment. Curriculum plans promote the understanding of disability.

Admissions, Transitions, Exclusions (including Social, Emotional and Mental Health Difficulties)

Edleston Primary School's Admissions Policy is in line with the Local Authority regulations and does not discriminate against pupils with disabilities.

Employing, promoting and training staff

All interview paperwork is kept to ensure that no discrimination has taken place. Interview questions are the same for each candidate and allocated to panel members prior to the interviews.

12. The Governing Body

The Governing Body follows its duty with regard to the implementation of the General Duty by:

- Monitoring policies and practices to ensure that disabled pupils are not placed at a disadvantage compared to their non-disabled peers.
- Taking reasonable steps in anticipation of the broad range of needs and requirements, not only of current, but future pupils. Provision needs to be 'anticipatory' not based on waiting until a child with a particular disability seeks admission to the school.
- Ensuring the maintenance of academic and other standards for pupils with a disability.
- Taking into account the Health and Safety needs of disabled and other pupils within the school.
- Reviewing practices and procedures on a continuing basis.
- Ensuring that recruitment and retention of all staff reflects the legislation regards the

- rights of disabled adults.
- Maintaining an overview of consultation procedures and outcomes.
- Encouraging disabled parents, carers and members of the wider community to become governors.

13. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality Policy
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

