



# ACCESSIBILITY POLICY

**2020 - 2021**

*Rodmarton Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share the same commitment. All staff and volunteers are subject to an enhanced DBS check.  
Please refer to the school's Child Protection Policy for more information.*

Agreed by Governors: October 2020  
Next review: Autumn Term 2023

*'We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.'*

## INTRODUCTION

This policy sets out the proposals of Rodmarton Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act 2002 and the Equality Act 2010:

There are three key requirements for accessibility plans. They must show how schools are going to make improvements in three areas:

- access to the curriculum;
- access to the buildings;
- provision of information for disabled children.

### The Equality Act 2010

The Equality Act 2010 provides a single source of discrimination law, covering all the types of discrimination that are unlawful. It replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act. It is the responsible body for the school who has responsibility for the duties in the Equality Act. For a maintained school such as Rodmarton, this is the governing body.

The local authority is the responsible body in terms of admissions or where it provides Portage, or other home visiting services.

The duties relating to schools in Part 6 of Equality Act cover discrimination in:

- admissions;
- the provision of education;
- access to any benefit, facility or service;
- exclusion or other forms of detriment, that is: other forms of disadvantage.

The duties cover not just teaching and learning, but lunchtimes, activities, trips, in effect: the whole life of the school.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However, the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

A school must not discriminate against a pupil because of something that is a consequence of their disability. It is unlawful for a school to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination or
- Harassment

Direct discrimination can never be justified, but a school could justify *indirect* discrimination against a disabled pupil, and discrimination arising from a disability, if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

## DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

People who have had a disability in the past that meets this definition are also protected by the Act.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial;
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

It should be noted that this definition is not just regarding physical difficulties but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition, there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility

- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

### Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

### Overlap between disability and Special Educational Needs

Though the definitions of disability and special educational needs (SEN) are covered by different legislation, in practice there is a significant overlap.

In particular, children with more significant SEN, including those who have a statement, or an Education Health and Care plan (EHCP), are more likely to be covered by Equality Act.

It is estimated that about a quarter of disabled children do not have SEN. Children who have a range of health conditions, for example: epilepsy, diabetes or more severe forms of asthma and eczema, are likely to be covered by the definition of disability but may not have a special educational need.

### REASONABLE ADJUSTMENTS

We have a duty to take steps to ensure that disabled pupils can fully participate in the education we provide.

We are expected to provide an aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would ease any that the pupil faces in comparison to non-disabled pupils. We are expected to anticipate the reasonable adjustments that might be necessary.

If an adjustment is reasonable then there can be no justification for why it is not made.

There is no set definition for what is 'reasonable'. It depends on:

- what a child needs and the difference it will make
- cost
- practicality and effectiveness
- whether or not the adjustment will affect the learning of other pupils.

Reasonable adjustments are often included as part of SEN support.

When a disabled pupil does not have an Education, Health & Care Plan (or the plan does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such additional aids will fall to the school.

Governors are not under a duty to make alterations to the physical environment although we aim to do as much as possible as part of our Accessibility planning.

## AIMS OF THE ACCESSIBILITY PLAN

At Rodmarton Primary School we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- increase the extent to which disabled pupils can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school curriculum;
- improve the physical environment of school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

Furthermore, under our equality duties, we intend to improve the physical environment of the school to enable any disabled person (pupil, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan

## KEY OBJECTIVES

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their 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 are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework - which underpin the development of a more inclusive curriculum- by:

- setting suitable learning challenges;

- responding to a pupil's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

We strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

We aim to provide opportunities for parents, and disabled children themselves, to share information about potential or actual barriers to learning, and the sort of adjustments that may need to be made to remove those barriers.

### CONTEXTUAL INFORMATION

Rodmarton Primary School is located in a small, quiet village with limited public transport services.

The school building is of the traditional village school type. It was originally a single vaulted room but an upper storey was created some years ago to provide further teaching space. This is currently divided off to create two separate classes. There is a single central staircase.

Reception and Year 1 classes are on the ground floor, while year groups 2 to 6 share a divided space upstairs. A central corridor connects all rooms downstairs and there is a single landing between the two classrooms upstairs. There is no fully accessible WC and no separate changing facilities, owing to lack of space.

The village hall, adjacent to the school, is used for assemblies etc. It is mainly at ground-floor level and is accessible to all. There is also a separate stand-alone unit which is currently used as the school library.

There are several access points to the school building from outside. All doors are keypad-secured. There is a ramp from the back of the main school building into the playground.

Car parking is very limited, although there is a small car park attached to the village hall. The main entrance to the school is flat, although there is a kerb to negotiate when moving from the main entrance to the village hall. The main entrance features a ramp fitted with a low reception hatch, this being fully accessible to wheelchair users. The school has internal emergency signage and escape routes are clearly marked.

Pupils enjoy the use of a large playing field as well as a small, hard-surface playground with some large play equipment.

### Management, coordination and implementation

The Governors and Headteacher work closely with the Local Authority and consult with outside agencies when new situations regarding pupils with disabilities are experienced.

Any future building programmes will aim to improve physical accessibility as far as possible. It may not, however, be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

The needs of all pupils and staff, including disabled pupils, are considered when planning and delivering all aspects of the curriculum. It is the responsibility of every class teacher to ensure that teaching matches the learning needs of all children.

## Rodmarton Primary School Accessibility Plan 2020 -2023

### Improve Participation in the Curriculum

Priority	Lead	Action	Resources	Timescale	Success Criteria
<ul style="list-style-type: none"> <li>Provide training for staff ref. disability matters, to develop their knowledge and understanding and improve access to the curriculum for all pupils. eg train staff in understanding the nature of a child's autism and the challenges s/he might face.</li> </ul>	HT/ Senco	Arrange training on conditions affecting pupils. eg Epipen training Familiarise all new staff re SEND issues eg Intimate care policy  Provide access to courses, CPD Online resources for CPD shared with staff Ongoing guidance from specialists	Training time TA time allocated	In place and ongoing:	Increased access to the curriculum Needs of all learners met
Make effective use of all available resources to increase access to the curriculum for all pupils	Senco/ SLT	Strategic deployment of support staff Use of ICT	Specific apps to support learning on ipads	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by use of apps such as Clicker

Priority	Lead	Action	Resources	Timescale	Success Criteria
Adapt the curriculum and assessment, to meet the needs of individual learners	Senco/Class teachers	Pastoral support, timetable adaptations Individual physiotherapy/OT recommendations incorporated into PE lessons. where possible. Speech and language therapy recommendations followed. Use of access arrangements for assessment/National tests	Nil cost	In place and ongoing	Needs of all learners met enabling positive outcomes
Make use of specialised equipment to benefit individual pupils and staff	Senco/Class teachers	Make use of resources and aids, For example: iPads to support children with difficulty recording; sloping boards for pupils with fatigue problems or physical disability; coloured overlays for pupils with visual difficulty (Reading Rulers); specially shaped pencils and pens for pupils with grip difficulty; communication aids; wedge/wobble cushions. etc	Specialist equipment as listed	In place &/or to be ordered as required	Increased access to the Curriculum Needs of all learners met.
Improve educational experiences for any visually impaired pupils	SENco	Consult sensory support team Use of magnifiers/Braille keyboard/enlarged reading materials, etc. as required based on identified needs	Cost of equipment	In place when required - regular visits from sensory support team.	Teaching aids, white boards etc, more easily seen and learning experiences of pupils enhanced.
Improve educational experiences for any hearing-impaired pupils	SENco	Consider hearing loop/sound field systems if recommended Consult Hearing Impairment team	Installation of equipment	In place when required - regular visits from sensory support team.	Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced.



Priority	Lead	Action	Resources	Timescale	Success Criteria
Ensure reasonable adjustments are made to enable the participation of the whole range of pupils in out of school activities and after school clubs.	H/T SENco Staff leading clubs	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND.

### Improve the Physical Environment

Priority	Lead	Action	Resources	Timescale	Success Criteria
Improvements to help the visually impaired	HT /SENco	Highlight external steps in yellow/non-slip paint – some may need re- painting when they have faded. Playground – steps and ramp highlighted in yellow	Cost of materials and labour	Ongoing maintenance	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Improvements to help the hearing impaired	HT /SENco	Complete installation of hearing loop system when necessary.	Cost of equipment/ installation	Future plan	Learning experiences of pupils with hearing difficulties enhanced.
Improve signage to indicate access routes into and around school	HT	Signs indicate main entrance and entry route.	Cost of signs	In place	
Create a nurture room	HT/SENco	Create a safe space for children who need additional 'nurture group' support.	Room set aside. Cost of additional resources.	In place	Children's wellbeing is improved by learning to attend to the needs of others, with time to listen and be listened to.
Create a calm, 'withdrawal' spaces for pupils eg those with ASD and/or sensory issues to reduce anxiety when necessary.		Identify and develop a sensory room, to which children can retreat and feel calm if needed.	Room set aside. Cost of additional resources.		Children's wellbeing/emotional needs further supported

		Create a corner upstairs.			
Check on the classroom visual environment from a 'pupil's -eye 'view		Examine seating arrangements and wall displays to improve the environment for those pupils who may find too much visual stimulation distracting.	Nil cost	In place and ongoing	Pupils who may find too much visual stimulation distracting are supported in their learning because distractions are minimised.
Have Personal Emergency Evacuation Plans (PEEPs) for pupils who may have sensory and/ physical difficulties.  Ensure all staff familiar with them	SENCo/Headteacher	Follow PEEPs in emergency evacuation drills.	Nil cost	Ongoing	All pupils kept safe in an emergency evacuation.

#### Improve Delivery of Information

Make written information available in alternative formats on request.	Office/ Teachers/Senco	Improve availability of information for children and parents – display appropriate leaflets for parents to collect	Contact details and cost of any translation/ adaptation	In place & ongoing	Information to disabled pupils/parents as appropriate. Written information available in alternative formats.
Use clear, plain language in all written communication.					Everyone receives clear and concise information.
Ensure documents are accessible for pupils with visual impairment	Class teachers/ SENCo	Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation for pupils with	Loan/purchase costs of magnifier or other specialist equipment.	Ongoing	Pupils able to access school documentation

		Visual impairments			
Provide a simplified "EasyRead" version of the Accessibility Statement for children and those who benefit from a simplified text.	HtT/SEND governor	Condense and simplify access statement.	Nil cost	Ongoing	Prospective pupils with SEND feel welcome.

All written communication, either hard copy or electronic, can be provided on request in a suitable format to enable access.