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## Accessibility Policy

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Responsible Person	Toby Butler, Chair of Governors
Dated	June 2019
Date of next review	June 2022

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## **Vision Statement**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as previously, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- They have a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities

Governors are accountable for ensuring the implementation, review and annual reporting of progress with the Accessibility Plan over a three-year period. It is structured to complement and support the school’s Equality Objectives and inform other school planning documents and policies. During any Ofsted inspection, the Accessibility Plan may be monitored in relation to the Equality Act 2010 Schedule 10.

At Madginford Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Madginford Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. It contains relevant and timely actions relating to key aspects in order to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. If a school fails to do this, they are in breach of their duties under the Equalities Act 2010. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools’ visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvement to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events – the information should be made available in various preferred formats within a reasonable timeframe.

Whole school training will recognise the need to continue raising awareness for staff and Governors on equality issues with reference to the Equality Act 2010. This document should be read in conjunction with a number of other school policies, strategies and documents, including: Behaviour Management Policy, Health & Safety Policy, School Plan and Special Educational Needs Policy. Equality Impact Assessments will be undertaken when school policies are reviewed.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of this document and therefore some items will roll forward into subsequent plans.

The Accessibility Plan will be published on the school website and monitored by the Headteacher and nominated Governors. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

## **Aims & Objectives**

Our aims are:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils and parents

Our objectives are detailed in the Action Plan (Appendix 1).

The priorities for the Accessibility Plan for our school were identified by: The Governing Body, Headteacher, Inclusion Leader, School Site Manager.

## **Current Good Practice**

We aim to ask about any disability or health condition in early communications with new parents/carers. For parents/carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

## **Physical Environment**

Disabled pupils participate in extracurricular activities, although some aspects of these activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. There are significant parts of the school to which disabled pupils have limited or no access at the moment.

## **Curriculum**

There are currently no areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum do present particular challenges, and these are dealt with on an individual basis.

## **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for pupils, parents and staff.

## **Access Audit**

The school comprises two distinct buildings which are linked by a footpath: Water Block and Wheel Block. Water Block is a single storey build comprising nine classrooms, kitchen and wet room facilities, although there are level differences and small flights of steps due to the nature of the site. Wheel Block is a two-storey construction comprising 12 classrooms, kitchen, ICT suite, library and main office but there are stairs to access many of the learning resources.

On-site car parking for staff and visitor includes two dedicated disabled parking bays. The main entrance to the school is flat with wide doors fitted and features a secure lobby and a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available in the Office area fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. Facilities are available for the use of wireless microphones used by hearing impaired people.

## **Management, Coordination and Implementation**

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

We will consult with experts when new situations and challenges regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Local Authority in such cases.

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(Signature)

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(Role)

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(Date)

## **Appendix 1**

### **Accessibility Plan**

An Access Audit was carried out by the HT/Site Manager/Inclusion Leader and SLT in January 2015. A number of recommendations were made as follows and reviewed again in March 2016 by the School Property Group.

#### **Improving Physical Access**

<b>Item</b>	<b>Comments</b>	<b>Priority</b>	<b>Timescale</b>	<b>Cost</b>
Corridors	Keep corridors clear from obstructions. Remove all tables and sizeable free-standing storage units.	High	On-going	Minimal
Doors	Obtain costings for installing correct opening and closing mechanisms to avoid finger injuries – hall doors initially.	High	Completed	TBA
Wheelchair access	School is built over a series of levels and steps.	Medium	Impracticable to resolve	TBA
Disabled parking	There is a designated disabled parking space in the car park, as well as additional parking at the front of the drive, with ramp access to the school reception suitable for visitors with a disability.	Medium	Completed	None
Disabled toilet	In place within Wheel and Water Blocks	High	Completed	None
<b>Item</b>	<b>Comments</b>	<b>Priority</b>	<b>Timescale</b>	<b>Cost</b>
Differentiation in Teaching	SLT to monitor the quality of differentiation and SEND provision.	High	On-going	
Interventions	Inclusion Leader to audit current interventions and impact on progress. Resources and/or associated interventions to be sourced following audit.	High	On-going	

Classrooms organised to promote participation and pupil independence.	Inclusion Leader to audit resources/QFT and ensure lessons are planned to meet the needs of all pupils. Maintenance of classroom environment, including OHP, painting, etc.	Medium	On-going	
Staff training in the production, implementation and review of IEPs and monitoring systems.	Inclusion Leader to deliver staff training to all staff.	High	On-going	
Staff training in supporting SEND pupils with focus on key areas of need within the school: SLCN, SPLD, ASD, DYSPRAXIA	Inclusion Leader to deliver separate training to all staff. SEN Policy	High	On-going	
Item	Comments	Priority	Timescale	Cost
Written material available in alternative formats for specific requests.	The school will be aware of the services available for converting written information into alternative formats.	High	?	Minimal
Review website documentation to check accessibility for parents with English as an Additional Language.	Following EAL/EM Audit review information on school website, particularly for new parents in order to ensure accessibility for those with English as an Additional Language.	High	?	Minimal
Parent Mail.	Investigate text messaging, as a means of communication	High	?	Minimal

**Appendix 2**

**Equality Impact Assessment Form**

EIA screening conducted for: \_\_\_\_\_

Date: \_\_\_\_\_

Characteristic	Could this policy or procedure affect this group differently? YES / NO	Could this policy or procedure promote equal opportunities for this group? YES / NO	Assessment of potential impact HIGH / MEDIUM / LOW NONE / UNKNOWN		Provide details: a) Is action required? If yes, why? b) Is further assessment required? If yes, why? c) Explain how good practice can promote equal opportunities
			Positive	Negative	
Age					
Disability					
Gender					
Gender identity					
Race					
Religion or belief					
Sexual orientation					
Pregnancy and maternity					
Marriage and civil partnership					



## **Assessment**

<b>Context</b>	
<b>Aims &amp; Objectives</b>	
<b>Beneficiaries</b>	
<b>Data</b>	
<b>Potential Impact</b>	
<b>Judgement</b>	<b>Option 1 – Screening Sufficient (YES / NO)</b> <b>Option 2 – Internal Action Required (YES / NO)</b> <b>Option 3 – Full Impact Assessment required, including further analysis and consultation (YES / NO)</b>

## **Sign Off**

The content of the Equality Impact Assessment is noted and actions to mitigate the adverse impact(s) have been identified.

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Role)

\_\_\_\_\_  
(Date)