



Brixham Church of England Primary School

Accessibility Policy



Policy Date:	11th June 2018	Statutory Policy / Yes
Local Committee Approval		
Next Review:	June 2021	Review cycle / Triennial
Although our school is part of the ACE Academy this policy is only related to our school.		

This Policy is to be read in conjunction with the Accessibility Plan.

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1. Introduction

All schools are required under the Equality Act 2010 to have an Accessibility Plan.

Accessibility Plans set out how, over time, a school will:

- Increase access to the curriculum for pupils with disabilities.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Make written information more accessible to pupils with disabilities by providing information in a variety of different ways

Brixham Church of England primary School (here after know as the school) aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

1.1 SCHOOL PRINCIPLES

- When performing their duties all staff and governors will have regard to the DRC Code of Practice (2002)
- Compliance with the requirements of the DDA is key to all school policies.
- All children are individuals and entitled to the best education they can receive regardless of any disability they may have.
- Access to Education means making a full school life accessible to the pupil with disability, including extracurricular activities and events.
- The school provides all pupils with a broad and balanced curriculum, tailored to meet their individual learning requirements.
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities.
- The school recognises the parents' and child's right to confidentiality

1.2 KEY RESPONSIBILITIES

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- The school recognises that the following are key responsibilities underpinning the planning duty.
- Not to discriminate against pupils with disabilities in their admissions and exclusion, and provision of education and associated services.
- To treat disable pupils equally.
- To take reasonable steps to avoid putting pupils with a disability at a substantial disadvantage.
- To publish Accessibility Plan based on a self-audit and review the Plan Triennially.

The plan will be made available online on the school website, and paper copies are available upon request.

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

The school supports any available partnerships to develop and implement the plan.

The school will undertake to meet its key objective by developing three key areas:

1.3 Equal Access to the Physical Environment

- The school will audit existing facilities and develop ways of making the physical environment more accessible to people with disabilities.
- Within the context of our school buildings all refurbishment will be undertaken with the intention of improving access for pupil with disabilities, staff and visitors.
- Consider how different impairments have specific requirements and can be best catered for within the school environment.
- Consider ways of providing the most suitable aids and resources, outside of the child's SEN, or health, provision.
- To seek and follow the advice of services such as other schools, the LA, the Government, and independent bodies to achieve best practice.

1.4 Equal Access to the Curriculum

- The school undertakes to assess its provision of curriculum to pupils on a regular basis, and to use this information to better tailor the curriculum to pupil requirements.
- The identification of barriers to participation in all areas of school life must be a priority and where necessary, adjustments should be made to the curriculum and teaching methods.
- Create a challenging curriculum where suitable learning challenges are set and progress of individual's achievements can be assessed.
- SLT should identify staff development needs to improve their ability to meet the needs of pupils and include these within the Appraisal system.
- To seek and follow the advice of services such as other schools, the LA, the Government, and independent bodies to achieve best practice.
- Continue to follow and endorse the key principles of the National Curriculum.

1.5 Equal Access to Information

- Audit existing methods of providing information and media utilised develop these to improve accessibility.
- Pupils who have difficulty accessing standard size print should have this face identified on, or prior to admission, and this information will be transmitted to the SEND Coordinator, who will become responsible for distribution to the school staff. All relevant information will be collated in the school database of pupil needs and kept available for staff. Each pupil portfolio will be reviewed by the SEND Coordinator, who will ensure the pupil can comment on how their needs are being met.

- The SEND Coordinator will communicate individual requirements for enhanced scripts with the reprographics team to enable them to produce material for a specific pupil without having to refer back to the requesting member of staff. Teaching staff will take work to reprographics specifying which pupil requires the work, and for when.
- Pupils needing enhanced print should not be sent to collect their own version of a worksheet, which should have been prepared in advance of the lesson.
- Staff must ensure that the specific needs of every pupil has been met by forwarding planning of every lesson, and the production of differentiated material to meet identified needs.
- Consideration must be given to the text presented to students, considering the need for simplified versions where this is appropriate.
- The use of IWB slides, projectors, TVs and other IT equipment must be considered in the context of pupil's disabilities. Recognition must be given that some formats, whilst beneficial to many students, will not be appropriate for all. An assessment should be made of the impact of using a technology with a class where the pupil with disability is working.
- Work with other Local Schools, LA and local support services to source best materials at an appropriate cost.
- Include parents and students in the choice of the most suitable media for the pupil with a disability.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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. **Also included are pupils with ASD (Autistic Spectrum Disorders) ADHD (Attention Deficit Hyperactivity Disorder) and any linked with CAMHs (Child and Adolescents Mental Health).**

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupils with disabilities faces in comparison with non-pupils with disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. THREE- YEAR KEY ACCESSIBILITY / EQUALITY OBJECTIVES - 2018 – 2021

The aim of this plan is to set out how Brixham Church of England Primary School is committed to providing a rich and inclusive environment to enable all pupils to participate fully in the school community by identifying and eliminating barriers that could prevent this.

How we chose our objectives:

Our objective-setting process has involved gathering evidence as follows:

1. From the monitoring and analysis of pupil progress in the identified groups.
2. From the following data – Teaching and Learning meetings, Pupils Results –Target Tracker files and analysis, S.E.N .D/ Gifted and Talented information, vulnerable pupils information, Parent Surveys

The evidence is then analysed in order to choose objectives that will promote equality of opportunity and equal access for members of identified groups.

3.1 THREE-YEAR KEY OBJECTIVES - 2018 - 2021

3. To ensure that disabled groups of pupils achieve challenging targets and the gaps in attainment for these pupils are reduced. Pupils to make at least expected to good progress.
4. To continue to raise attainment of pupils with disabilities throughout the school – provide specific activities/resources that take place in an environment that will allow maximum opportunity.
5. To ensure that all pupils with disabilities have availability to extended school services.

4. Monitoring arrangements

This document will be reviewed every **3** years.

It may be reviewed and updated more frequently if necessary.

It will be approved by the Full Governing Body

5. Links with other policies

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

- Accessibility Plan
- Health and Safety Policy
- Equal Opportunities Statement
- Special Educational Needs (SEN) Policy
- Supporting Pupils with Medical Conditions Policy
- Curriculum Policy
- Asset Management Plan