

**‘We aspire to develop active and responsible global citizens’**

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| **Disability Equality Policy and Accessibility Plan**  **2020/22** |

Headteacher: Mrs D Clarke

Chair of Governors: K Coleman …………………………………….

Signed copy in school office

Date: March 2020

Review biannually

1. The Accessibility Policy has been drawn based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes.
2. The Accessibility Policy is structured to complement and support the school’s Equality Objectives.  We understand that the LA will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. We are 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 our school.
4. The Accessibility Policy shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.  The Accessibility Policy will contain relevant and timely actions 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; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school 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 access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
* improve the delivery of **physical environment**  to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

1. 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.
2. Equality Impact Assessments will be undertaken as and when school policies are reviewed.  The terms of reference for all governors’ committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
3. The School’s complaints procedure covers the Accessibility Policy.
4. The Accessibility Policy will be monitored through the Governor Finance
5. The school will work in partnership with the Local Authority in developing and implementing an appropriate Accessibility Plan.

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|  | Already in place | Any actions | Time scale |
| **Access to the curriculum**  **Auxiliary aids and equipment** | All children can access the curriculum through adult support, the use of equipment supplied by outside agencies such as the audio team and equipment purchased through school/LA funding.  There are several laptops and Ipads which can be used at any height.  Children diagnosed with dyslexia or with dyslexic tendencies can have coloured paper work books and coloured overlays for reading. | On a needs basis | None |
| **Internal Physical environment** | The school has several entrances with no step and the mobile classrooms all have a ramp. All doorways are wide enough for a wheelchair and there is a disabled toilet.  Door buzzers and open buttons are at an appropriate height as are fire alarms | The hall is a little cramped at lunch time so arrangements will need to be made to use the community room. *Tables in there can be used with a wheelchair* | None |
| **External Physical environment** | The school gate is wide enough for a wheelchair and the entrance into the school is flat and level. | Access around the school building is limited due to the gravel pathways which can be hard for wheelchair users. These need to be tarmacked or have paving slabs.  Access onto the field and farm is limited and would require some assistance. Possible zig-zag path put in | Spring 2021  Spring 2021 |