

Pipworth Community Primary School



Accessibility Policy



Article 3: Adults must do what is best for me.
Article 6: I should be supported to live and grow.
Article 23: If I have a disability, I have the right to special care and education.
Article 28: I have the right to an education.
Article 29: I have the right to an education which develops my personality, respect for others' and the environment.

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Reviewed by:	M Jackson-Brown
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Accessibility Policy

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan.

Our vision is for all pupils to achieve their best outcomes through a creative, inclusive and engaging curriculum, enabling them to become lifelong learners.

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1. Introduction

At Pipworth Community Primary School **our vision is for all pupils to achieve their best outcomes through a creative, inclusive and engaging curriculum, enabling them to become lifelong learners.** We believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

2. Roles and responsibilities

2.1 The role of the headteacher

- It is the headteacher's role to implement the school's policy on equal access and opportunities, and she is supported by the governing body in so doing.
- It is the headteacher's role to make sure that all staff members are aware of the school policy on equal access and opportunities, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against.
- The headteacher promotes the principle of equal access and opportunity when developing the curriculum, and in providing opportunities for training.
- The headteacher views all incidents of unfair treatment, of any kind, with due concern.

2.2 The role of staff (Teachers, Teaching Assistants and Non-Teaching)

All staff will ensure that all students and members of staff are treated fairly, equally and with respect, and will maintain awareness of the schools Equal Access and Equality Policies, thus encouraging positive intervention against any discrimination incidents.

All staff must recognise their own prejudices and do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child. All staff will strive to provide material that gives positive images and challenges stereotypical images. All staff will challenge any incidents of discrimination, drawing them to the attention of the Headteacher.

Staff are personally responsible for their own acts of discrimination, harassment or victimisation carried out during their employment.

Our school will ensure that all staff fully understand our commitments to equality and inclusion and receive the necessary training and development to uphold their responsibilities.

2.3 The role of governors

In this policy statement the governing body has set out its commitment to equal access and equal opportunity, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally so that every pupil is supported to reach their full potential.

It is the responsibility of our governing body to monitor the effectiveness of this policy using any of the following:

- Monitoring and comparing the progress of all groups of pupils;
- Monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- Taking into serious consideration any complaints from parents, staff or pupils regarding equal opportunity;
- Monitoring the school's behaviour policy, and the numbers of exclusions, to make sure that pupils with a disability or from minority groups are not unfairly treated.

The governing body seeks to ensure that people are not discriminated against due to disabilities, religion or belief or sexual orientation when applying for jobs at our school or when working in or visiting school. Any incidents where this is suspected must be reported to the governing body.

3. Aims and objectives of this policy

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- To improve the availability of accessible written information to disabled pupils

Our Accessibility Plan, which is underpinned by this policy, has been drawn based upon the needs of the school and the school site, in conjunction with parents, staff, governors and other appropriate agencies (as required). The Accessibility Plan will advise other school documents. The Accessibility Plan will be reviewed annually in respect of progress and outcomes.

The Accessibility Plan is structured to complement and support the school's equality objectives and will be published on the school's website. We understand that Sheffield Local Authority will monitor the school's activity under the Equality Act 2010 and will advise upon compliance with that duty

We are committed to providing an environment that enables full curriculum access and values 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 (refer to the school's Equality policy).

Our Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

4. Definition of disability

The definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included.

Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, those recovering from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

4.1 The Accessibility Plan will contain **relevant and timely actions** to:

- Increase access to the curriculum pupils with a disability
- Expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils
- Ensuring participation in after-school clubs, leisure and cultural activities or school visits
- 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 written information to pupils, staff, parents and visitors with disabilities, for example handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue to raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

5. Admissions and Exclusions

Our admissions arrangements are operated in conjunction with Sheffield City Council and are fair and transparent, and do not discriminate on the disabilities, protected characteristics or socio-economic factors.

Exclusions will always be based on the schools Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any disproportionate practice is identified and dealt with.

6. The following Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality policy
- Staff Professional Development policy
- Health and Safety policy
- Special Educational Needs and Disabilities (SEND) policy
- Behaviour policy
- School Improvement Plan
- School brochure/ prospectus

The Accessibility Plan for physical accessibility remains the joint responsibility of the Local Authority and the governing body. It may not be feasible to undertake all of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be complete by the school to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

7. Appendix

Protected Characteristics (2010)

The protected characteristics for the schools provisions for staff, pupils and parents are:

- Disability
- Gender
- Pregnancy and Maternity
- Race
- Religion or Belief
- Gender Identity
- Sexual Orientation
- Age
- Marriage

Refer to Equality policy for further information on 'protected characteristics'.