
Shacklewell Primary School

Accessibility Policy 2022 - 2024



Kindness



Focus



Creativity



Responsibility



Collaboration

Introduction

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995) and to further the aims of our Vision Statement by:

- Ensuring its definition is delivered in our school. “It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity”.
- Continuing to improve all aspects of the physical environment of the school site and other resources so that all disabled pupils can take full advantage of the education and associated opportunities provided by the School.
- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled
- The Equality Act 2010 builds on existing responsibilities to ensure pupils, parents, carers and staff are consulted by the school to ensure people with a disability do not experience discrimination. Barriers to inclusion will be identified by the school and reasonable adjustments made to provide equality of opportunity for all. We will promote disability equality.

Guidelines and Aims

- The school and its staff are committed to offering a high-quality education to all children in the community in line with the requirements of The Equality Act 2010. We will consult with the school community to identify barriers to inclusion and establish short term and long term targets to accessibility.
- This school promotes inclusion and will take all reasonable steps to ensure that children with a disability or SEN are not discriminated against or treated less favourably than other pupils. The school will work in partnership with the family and other agencies in the best interest of the pupil and to maximise educational opportunity.
- We are committed to continuing staff training to enable them to be effective in the education of young people with disabilities and /or Special Educational Needs.
- We will prioritise sufficient resources to support the actions identified in this plan.

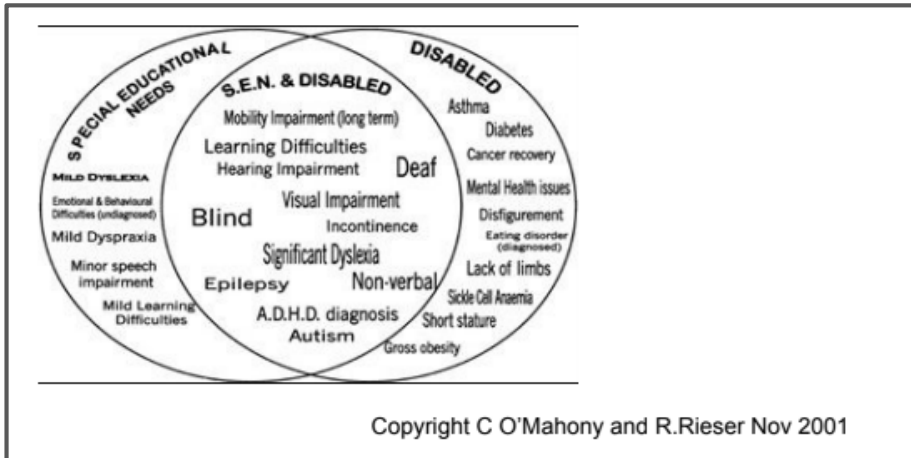
Definition of ‘Disability’

The Equality Act 2010 defines a disabled person as someone who has:

‘A physical or mental impairment which has a substantial and long-term adverse effect on that person’s ability to carry out normal day-to-day activities.’ ‘Long term’ means at least 12 months. ‘Substantial’ means ‘more than minor or trivial.’ This definition covers pupils with physical (including sensory), intellectual or mental impairments. The definition is broad and includes children with a learning disability, sensory impairment, severe dyslexia, diabetes, epilepsy, incontinent pupils, pupils with AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy. It can also include diagnosed conditions such as ADHD or Tourette’s syndrome.

Definition of 'Disability' continued

It is important that staff are aware that, although a pupil, parent, carer or staff member may be considered to have a disability according to the definition, they may not consider themselves disabled. A whole school approach to inclusion is the most effective way of meeting the needs of all pupils. This diagram shows the overlap between Special Educational Needs and Disability:



Access to the Curriculum: Goals and Targets

- Continue to develop and enhance knowledge of responsibilities under The Equality Act 2010.
- Continue to develop confidence and knowledge for staff in delivering the curriculum to disabled pupils.
- Enhance access to and participation in National Curriculum and wider curriculum for disabled pupils and those with Special Educational Needs through effective provision management and consultation.

Access to the Curriculum: Strategy and Implementation

Ensure all new staff are trained in responsibilities under The Equality Act 2010. Training to be delivered by school THLT/Inclusion Leader. Refresher training for all staff should take place annually. In view of the number of children on the ASD spectrum, develop training programme on curriculum access for children with ASD. Training to be delivered by Inclusion Leader/HE Specialist Teacher during INSET and after school twilight sessions. Enhance knowledge and confidence amongst staff on approaches to teaching pupils with SEN. Inclusion Leader to liaise with the Inclusion Team/ Hackney Education. Training to be on going.

Parents and pupils to be consulted on identifying Disability/Health needs. Inclusion Leader and Hackney Education to develop a provision mapping system including an audit of projected needs for pupils with SEN/disabilities and other vulnerable groups. Provision mapping and monitoring procedure to be embedded in the school monitoring cycle.

Access to the Curriculum: Resources

Inclusion Leader to be responsible for provision mapping for pupils with SEN /disability. Training to be provided through Hackney Education's training programme. Resources will be allocated for printing of materials from the curriculum area budgets. Hackney Education staff to deliver training programmes on autistic spectrum disorder with SENCO.

Access to the Curriculum: Monitoring and Evaluation

Progress towards meeting the goals and targets will be monitored:

- Through termly meetings of the governing body's SEN and Link Governor
- As part of the school self-evaluation process
- By feedback from staff, parents/carers and disabled pupils

Physical Accessibility: Goals and Targets

To reduce physical barriers to inclusion. To work with The Hackney Education to increase accessibility based on the internal school audit of physical access commissioned. To act on consultation with pupils, parents, carers and staff on barriers to access.

Physical Accessibility: Strategy and Implementation

- Provide ramp access to the 'top pitch' (i.e. asphalted area at back of school).
- Improve signage and external access for visually impaired people.
- Paint a disabled persons parking bay with access to the reception.
- Review any inadequate lighting in all areas.
- Ensure all fire routes are suitable for all.
- Ensure all common facilities accessible to all children.
- Ensure all staff are aware of, and able to use, SEN software and resources.
- Ensure all school trips and school journeys are accessible to all.
- Review PE Curriculum to make accessible to all.
- Ensure disabled children participate equally in after school and lunch time activities.
- Ensure staff have taken disability equality training.
- Ensure each disabled pupil has had a PEEP (Personal Emergency Evacuation Plan) assessment completed.

Physical Accessibility: Resources

The school will provide materials through its responsive maintenance and capital resources budgets to fund accessibility projects. Links with business will be developed to part-fund some of the materials. Be aware of funding streams available for grants to help develop strategies.

Physical Accessibility: Monitoring and Evaluation

Progress towards meeting the goals and targets will be monitored:

- Through termly meetings of the Senior Leadership Team and the Deputy Head responsible for Inclusion.
- As part of the school self-evaluation process.
- Through meetings with Hackney Education as part of the Councils overarching Accessibility Strategy.
- By feedback from staff, parents/carers, staff and disabled pupils.

Areas to be investigated and implemented

<i>Action</i>	<i>Success Criteria</i>	<i>Lead person</i>	<i>Timescale</i>	<i>Review</i>
Ramp/path access from Key Stage 1 to Key Stage 2 playground	Access improved for all disabled users	Alia Choudhry Kevin Ezeagu	3	Yearly or if circumstances change
Ramp up from Year 6 area to top playground (top pitch)	Access improved for all disabled users	Alia Choudhry Kevin Ezeagu	3	Yearly or if circumstances change
Provide a disabled parking bay and ramp in car park	Access improved for disabled vehicle users	Alia Choudhry Kevin Ezeagu	2	Yearly or if circumstances change
Add bright yellow edge markings to steps on internal and external staircases for the visually impaired	Clear demarcation of steps around building	Alia Choudhry Kevin Ezeagu	1	Yearly or if circumstances change

scale: 1 = 3 months 2 = 6 months 3 = One year

Areas to be investigated and implemented

<i>Action</i>	<i>Success Criteria</i>	<i>Lead person</i>	<i>Timescale</i>	<i>Review</i>
Allergies training	All staff aware of allergies for pupils/staff	Inclusion Lead and Headteacher School Nursing Team	Next INSET day	Annually
Allergies training	All staff are aware of inclusion for disabled users	Inclusion Lead and Headteacher School Nursing Team	Next INSET day	Annually
Accessibility Training	All staff are aware of inclusion for disabled users	Inclusion Lead Headteacher School Nursing Team	Next INSET staff training session	Annually

<i>Policy reviewed</i>	October 2022
<i>Adopted by Governing Body</i>	December 2022
<i>Review date</i>	December 2024