

# Withernsea Primary School



## SCHOOL ACCESSIBILITY POLICY

|                            |                                     |
|----------------------------|-------------------------------------|
| <b>Effective Date</b>      | February 2017                       |
| <b>Date Reviewed</b>       |                                     |
| <b>Date Due for Review</b> | February 2019                       |
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| <b>Contact Number</b>      | 01964 612800                        |
| <b>Approved By</b>         | Miss J Medcalf (Chair of Governors) |

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## **ACCESSIBILITY POLICY**

### **Aspire - Love - Learning**

#### **Statement of Aims**

The school aims to:

- Provide a high quality of education where children are successful learners who enjoy learning, make progress and achieve their potential
- Encourage children to achieve their potential in a safe, caring and stimulating environment
- Equip children with the skills for lifelong learning to enable them to become independent learners, with the skills and attitudes necessary to gain the most from the opportunities which life presents to lead fulfilling lives
- Promote pupils' self-esteem and emotional well being, to enable them to achieve high standards of behaviour and positive attitudes with confidence to enable them to live safe and healthy lives
- Build and maintain close local community, global community, parental and governor links, to help children become responsible citizens who make a positive contribution to society

#### **Curriculum Aims**

The National Curriculum and the following documents form the basis of our school curriculum:

- National Curriculum
- Primary National Strategy (Literacy and Numeracy)
- East Yorkshire Agreed Syllabus for Religious Education

We recognise that the curriculum cannot remain static and must be responsive to changes in society and the economy and the outcomes of the evaluation of teaching and learning in our school.

Our curriculum aims to enable all pupils to become:

- Successful learners, who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

Successful learners who:

- Have the essential learning skills of literacy, numeracy and information and communication technology
- Are creative, resourceful and able to identify and solve problems

- Have enquiring minds and think for themselves to progress information, reason, question and evaluate
- Communicate well in a range of ways
- Understand how they learn and learn from their mistakes
- Are able to learn independently and with others
- Know about big ideas and events that shape our world
- Enjoy learning and are motivated to achieve the best they can now and in the future

Confident individuals who:

- Have a sense of self-worth and personal identity
- Relate well to others and form good relationships
- Are self-aware and deal with their emotions
- Have secure values and beliefs and have principles to distinguish right from wrong
- Become increasingly independent, are able to take the initiative and organise themselves
- Make healthy lifestyle choices
- Are physically competent and confident
- Take managed risks and stay safe
- Recognise their talents and have ambitions
- Are willing to try new things and make the most of opportunities
- Are open to the excitement and inspiration offered by the natural world and human achievements

Responsible citizens who:

- Are well prepared for life and work
- Are enterprising
- Are able to work cooperatively with others
- Respect others and act with integrity
- Understand their own and others' cultures and traditions, within the context of British heritage, and have a strong sense of their own place in the world
- Appreciate the benefits of diversity
- Challenge injustice, are committed to human rights and strive to live peaceably with others
- Sustain and improve the environment, locally and globally
- Take account of the needs of present and future generations in the choices they make
- Can change things for the better

Our pupils are entitled to a curriculum which is broad, balanced and relevant. The curriculum will be informed by assessment and appropriately differentiated in order to ensure continuity and progressions throughout the learning process. We will ensure there is equality of access to and experience of the whole curriculum.

Our curriculum is planned to ensure entitlement for all pupils and we aim for and demand the highest levels of pupil achievement. We encourage and expect all our parents, carers and the community to work in active partnership with the school.

These curriculum aims will inform all school policies and planning, and will be reflected in classroom practice.

## Introduction

**The Equality Act 2010** replaced all existing equality legislation including the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It consolidated this legislation and extended protection from discrimination. It is unlawful for Withernsea Primary School to discriminate against a person by treating them less favourably because of a 'protected characteristic' (as defined below).

**The Public Sector Equality Duty**, which is part of the Equality Act, came into force on 6 April 2011. It requires all public bodies, including schools, when carrying out their day to day work, to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

This includes pupils and staff.

## Statutory Requirements: The Specific Duties

Withernsea Primary School has a duty to make reasonable adjustments for pupils with a disability. The DfE non-statutory guidance states that this duty can be summarised as follows:

- Where a disabled pupil is placed at a disadvantage compared to other pupils then the school must take reasonable adjustments to try and reduce/remove the disadvantage
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils
- Schools are not subject to the other reasonable adjustment duty to make alterations to physical features, because this is already considered as part of their planning duties

## Definitions

**Protected Characteristics** – It is unlawful for us to discriminate against a pupil, prospective pupil, parent, member of staff by treating them less favourably because of their:

- Age
- Disability
- Gender
- Gender reassignment
- Race
- Religion, faith or belief, including lack of belief
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity

This includes:

- Admissions
- The way education is provided to pupils
- The way pupils are able to access any benefit, facility or service
- Excluding a pupil or subjecting them to any other detriment

**Disability** – When a person 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’. Some specified medical conditions, such as HIV, multiple sclerosis and some cancers are considered as disabilities, regardless of their effect.

**Long Term Disability** – Is defined as lasting, or likely to last, for at least 12 months.

**Disability Special Provision** – We will treat disabled pupils more favourably than non-disabled pupils by making reasonable adjustments to put them on a more level footing with pupils without disabilities, either through reasonable practices or auxiliary aids and services. This will be complemented by our Accessibility Plan (see Appendix I on page 10).

**Reasonable Adjustments** – Factors we may consider when assessing the reasonableness of an adjustment may include the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements and whether aids have been made available through the Special Educational Needs route. Cost will be a factor in determining what is reasonable. For instance, a small rural primary school may not be able to provide specialised IT equipment for any disabled pupils who may need it, but a much larger school might reasonably be expected to.

We will generally try to ensure that disabled pupils can play as full a part as possible in school life and the reasonable adjustments duty will help support this. However, there will be times when adjustments cannot be made because to do so would have a detrimental effect on our other

pupils and, therefore, would not be reasonable. For example, if we put on a geology field trip which necessarily involved climbing and walking over rough ground, we would fully consider alternatives to accommodate a disabled pupil in a wheelchair. However, after it had been determined that there was no viable alternative or way of enabling the disabled pupil to participate or be involved safely, we would not have to cancel the trip as originally planned. This is unlikely to constitute direct discrimination or failure to make a reasonable adjustment.

Many pupils with a disability will have an SEN statement and auxiliary aids provided by East Riding of Yorkshire Council and so may not require anything further. However, if the disabled pupil does not have a statement (or the statement does not provide the necessary aid), then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

**Accessibility Plan** – This is implemented to ensure that:

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

and is included in **Appendix I**, on page 10, of this policy document.

**Parents** – Any reference to a parent in this policy is a wide reference (as in education law generally) not only to a pupil's birth parents, but to adoptive, step and foster parents, or other persons who have parental responsibility for, or who have care of, a pupil.

**Staff** – This includes teaching and non-teaching staff of the school.



## Responsibilities

This Accessibility Policy and Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating Disability, of the Equality Act 2010.

**School Governors** are accountable for ensuring:

- Implementation of the policy and plan
- That regard is given to the need to provide adequate resources for the implementation of the policy and plan
- Regular review and reporting on progress of the policy and plan's implementation is undertaken

The lead Governor for this is: **Mr Keith Smith – Chair of Governors.**

**The Head Teacher** is responsible for:

- Providing accurate and appropriate information to the Governing Body to enable them to publish and demonstrate compliance with the Public Sector Equality Duty
- Making sure that steps are taken to address the Accessibility Plan in this policy
- Making sure that equality and access plans are readily available and that the Governors, staff, pupils, parents and guardians know about them
- Providing regular information for staff and Governors about progress against the implementation of this policy and plan
- Taking appropriate action in cases of discrimination

**All staff** are responsible for:

- Eliminating discrimination and other conduct that is prohibited by the Act
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it

**Visitors and contractors** are responsible for following the Accessibility Policy.

## Our Accessibility Aims

Withernsea Primary School plans over time to increase the accessibility of provision for all pupils, staff and visitors to the school: Our aims are:

1. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
2. Increasing the extent to which disabled pupils can access and participate in the school curriculum, participate in after-school clubs, leisure and cultural activities or school visits and that information is appropriate to all

The action plan for each aim can be found in **Appendix I** of this policy, on pages 10-13.

## Engagement and Consultation

The following people were engaged and consulted upon in the development of this policy:

- Governors
- Teaching staff
- Non-teaching staff
- School Council
- Parents/Carers

## Monitoring and Evaluation

The Accessibility Policy and Plan will be reviewed regularly and at least every three years. It is structured to complement and support the school's Equality Objectives which are reviewed regularly in accordance with the individual action plan for each objective. New objectives will be set and published at least every four years.

OFSTED inspections may look at the accessibility plan and its implementation as part of their review.

## Publishing

In order to ensure that our Accessibility Policy is easily accessible, we will:

- Publish the policy on our website: [www.withernseaprimarieschool.co.uk](http://www.withernseaprimarieschool.co.uk)
- Publish the policy through the school newsletter / other communications
- Highlight the information in our staff meetings
- Ensure a hard copy is available in different formats for those people who are visually impaired or English as an Additional Language users, as required and where applicable
- Ensure translation is available to those people for whom English is not their first language, if necessary and where applicable

## References

Equality & Human Rights Commission, *The Essential Guide to the Public Sector Equality Duty*, 2011

Department of Education, *Equality Act 2010, Advice for School Leaders, School Staff, Governing Bodies and Local Authorities*, September 2012

## APPENDIX I

### ACCESSIBILITY PLAN

#### Accessibility Audit Report

The audit was undertaken on Thursday 20 October 2016 by Paul Graves (School Premise Manager).

The audit will be due for review by **20 October 2017**.

It is recommended that future audits should continue to be undertaken by the School Premise Manager, but in collaboration with relevant representative stakeholders (i.e. Governors, staff, pupils, parents, etc).

#### External Approach and Entrance

The exterior of the school is good, with clear signage and well-lit areas. The walkway surfaces are mostly in good condition with no obvious obstructions or hazards; however, the pathway along the drive is showing signs of cracking which should now be monitored. The main entrance is accessible, with visitors asked to report to the reception in the South Building in the first instance. The staff entrance of the North Building has a ramped access.

#### Car Parking

The car parking area for the school is accessible, with well marked areas and pathways, level surfaces and has suitable lighting. There are two disabled parking bay for the school, one near each of the school's two buildings.

#### Reception Areas

The reception area is laid out well to support accessibility, with seating, good signage and an accessible reception desk. However, seating does not include arm rests and there is currently no hearing loop fitted.

#### Internal Circulation – floors, doors and corridors

On the whole, accessibility throughout the school is good and all flooring is either appropriately carpeted or uses non-slip flooring. Both buildings, however, have an upper floor which currently only has access via stairs. Whilst it is deemed unnecessary for visitors as they would not need to access these areas, this does not allow for access for disabled pupils or staff should the school have such in the future.

Rooms within the school are suitable for various purposes and can be rearranged, where necessary and appropriate, to accommodate specific needs. Some classrooms include hearing loops and all internal halls have sound systems. Adjustable chairs are available where

appropriate and the school includes a range of facilities that are accessible to all, including sports and play equipment and library facilities.

### Toilet Facilities

The school has one disabled toilet available, which is well fitted to allow users full accessibility, including slip-resistant surfaces, emergency pull-cord, low-level access to washing facilities, etc. However, this facility is only available in the school's North Building, therefore, those using the South Building would need to travel to the North Building to use these facilities.

### Signage and Information

Signage is clear and available throughout the school. Translation and interpretation is provided, as and when required, through a service contracted by the Council. Specialised IT equipment is procured and provided on a need-led basis, as and when required.

### Emergency Evacuation

The school has good procedures to log visitors, staff and pupils in and out of the school. Regular drills are undertaken to ensure all understand how to react in an emergency situation. Whilst not all exits are suitable for all users (i.e. wheelchairs) the school has a number of suitable exits that can be used from all parts of the buildings. Where a pupil, visitor or member of staff may have specific needs under emergency circumstances, the school has procedures to put a Personal Emergency Evacuation Plan (PEEP) in place.

### Overall

Overall, the school is mainly accessible, both physically and in terms of information and equipment.

The main concerns lie in access to upper floors of the school buildings and ensuring that the views of all users have been used to undertake future audits. Some minor changes and/or gaps have been identified through the audit, which have been picked up in the aims and actions below and, wherever reasonable and appropriate to do so, will be addressed by the school.

## **Aim 1**

### **Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

| <b>Outcome</b>   | <b>Action(s)</b>   | <b>By Whom</b> | <b>By When</b>       |
|--|--|----------------|----------------------|
| The accessibility of the school environment is understood, issues are addressed and this is regularly reviewed                         | <ul style="list-style-type: none"> <li>Undertake a School Accessibility Audit</li> </ul>   | P Graves       | Annually             |
|  | <ul style="list-style-type: none"> <li>Identify and implement improvements</li> </ul>  | P Graves       | As needed            |
|  | <ul style="list-style-type: none"> <li>Review School Accessibility Audit</li> </ul>  | A Harper       | Each Term            |
| The school provides suitable auxiliary aids, resources, IT equipment and services as required and appropriate to support accessibility | <ul style="list-style-type: none"> <li>Staff training/awareness raising on disabled users' needs and how to access relevant equipment</li> </ul>   | SLT            | As needed + reviewed |
|  | <ul style="list-style-type: none"> <li>Staff training on how to assess disabled pupil's/visitor's potential needs in the layout of a classroom</li> </ul>  | SLT            | As needed + reviewed |
|  | <ul style="list-style-type: none"> <li>Review/develop procedure for accessing aids, resources, IT</li> </ul>   | SLT            | Annually             |
| Issues identified from most recent Accessibility Audit have been considered and, where reasonable and necessary, acted upon            | <ul style="list-style-type: none"> <li>Continue to monitor the quality of the drive pathway to prevent the risk of hazards and repair as necessary</li> </ul>  | P Graves       | Ongoing              |
|  | <ul style="list-style-type: none"> <li>Add chairs with arm rests into the reception area</li> </ul>  | P Graves       | Ongoing              |
|  | <ul style="list-style-type: none"> <li>Consider the feasibility of adding a hearing loop system into the reception area</li> </ul>   | P Graves       | Ongoing              |
|  | <ul style="list-style-type: none"> <li>Consider the options, and feasibility, of providing suitable disabled toilet facilities in the school's South Building (accepting that it may not be deemed reasonable to do so)</li> </ul> | P Graves       | Ongoing              |
| The layout of the school allows access for all users to all areas, as appropriate  | <ul style="list-style-type: none"> <li>Review needs for ramps, handrails and access throughout main school access ways</li> </ul>  | P Graves       | Each Term            |
|  | <ul style="list-style-type: none"> <li>Review the entrances and exits of the</li> </ul>  | P Graves       | Each Term            |

|  |  |          |         |
|--|--|----------|---------|
|  | <p>buildings regularly to ensure accessibility and safety</p> <ul style="list-style-type: none"> <li>• Consider the options, and feasibility, of making the upper floor areas accessible to visitors, pupils and staff where this may be needed in the future (accepting that it may not be deemed reasonable to do so)</li> </ul> | A Harper | Ongoing |
|--|--|----------|---------|

## Aim 2

Increasing the extent to which disabled pupils can access and participate in the school curriculum, participate in after-school clubs, leisure and cultural activities or school visits and that information is appropriate to all

| Outcome  | Action(s)  | By Whom  | By When                              |
|--|--|----------|--------------------------------------|
| Lessons, activities and visits are planned and delivered in a way that promote the participation and involvement of all pupils and staff | <ul style="list-style-type: none"> <li>Deliver a programme of support to all Class Teachers to include: CPD, coaching &amp; mentoring and visits to other schools (to develop quality teaching)</li> </ul> | SLT      | Ongoing through Learning Communities |
|  | <ul style="list-style-type: none"> <li>Staff training on planning and delivering lessons, activities and visits considering the needs of disabled pupils/visitors</li> </ul>                               | SLT      | Ongoing                              |
|  | <ul style="list-style-type: none"> <li>Risk assessments are undertaken as required</li> </ul>  | P Graves | Ongoing                              |
|  | <ul style="list-style-type: none"> <li>Additional support is made available as required</li> </ul>   | SLT      | Ongoing                              |
|  | <ul style="list-style-type: none"> <li>Staff training on how to organise the classroom to promote the participation of the whole range of pupils</li> </ul>  | SLT      | Ongoing                              |
|  | <ul style="list-style-type: none"> <li>As new pupils/staff with different needs join the school, training is provided as appropriate</li> </ul>  | SLT      | Ongoing                              |
|  | <ul style="list-style-type: none"> <li>Review of P.E. curriculum to ensure that participation is accessible to all (with some changes to aid inclusion)</li> </ul>   | J Mudd   | Ongoing                              |
| All pupils, staff and parents can access all the information and documentation relevant to them that the school produces                 | <ul style="list-style-type: none"> <li>All written materials are available in alternative formats, when requested or needed</li> </ul>   | V Allott | Ongoing                              |
|  | <ul style="list-style-type: none"> <li>The school website provision is accessible to all viewers and has appropriate accessibility tools to support people to use it</li> </ul>                            | N Siddle | Ongoing                              |



|  |   |          |         |
|--|---|----------|---------|
|  | <ul style="list-style-type: none"> <li>Adapted resources to aid accessibility for disabled pupils are available, as needed</li> </ul>   | V Allott | Ongoing |
|  | <ul style="list-style-type: none"> <li>Staff training on the importance of good communication systems, both within school, to parents, the school website and day to day</li> </ul> | SLT      | Ongoing |