Accessibility Policy

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Version	0.2
Author Initials	MS/ZW
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(This policy supersedes all previous Accessibility policies)

Amendments

Policy Date	New Version Number	Summary of change	Comments

Contents

ACCESSIBILITY POLICY

1.   Introduction

1.1 From October 2010, the Equality Act has combined all previous acts relating to discrimination, into one, more encompassing area. This means that although the Disability Discrimination Act 2005 (DDA) has been superseded by the Equality Act, the Disability Equality Duty in the DDA continues to apply.

1.2 In accordance with the legislation and the Single Equality Policy, Education South West (ESW) take steps to advance equality of opportunity within the Trust community by taking reasonable and necessary steps to meet student's needs by using a variety of approaches and planning reasonable adjustments for disabled students. We aim to enable students with disabilities to take as full a part as possible in all the activities of the Trust. This should take in to account their individual strengths and needs and should allow each child to fulfil their potential.

2.   Definition of Disability:

2.1 A person has the protected characteristic of disability if they have a physical and/or mental impairment, which has what the law calls "a substantial and long – term adverse effect on their ability to carry out normal day – to - day activities".

2.2 There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause. Examples include: arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs, severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long - term requirement is met.

2.3 Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia are covered.

2.4   According to the Equality Act 2010 the test to apply to decide if someone has the protected characteristic of disability are:

- the length of time the effect of the condition has lasted or will continue: it must be long term.
- the effect of the impairment is to make it more difficult and/or time – consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.

3.   Access to education and associated services:

3.1 This term covers the whole life of the Trust. It covers not just curriculum and teaching and learning but school clubs and activities, break and lunchtimes, Trust sports, Trust policies, interaction with peers, assessment and exam arrangements and preparation of leavers for their next stage of education.

4.   Aims

4.1 The ESW Accessibility Policy, and associated school specific accessibility plans, will contain relevant and timely actions to:

- **Increase access to the curriculum,** •   **Improve access to the physical environment**
- **Improve and make reasonable adjustments to the delivery of written information**

5.   Practice

5.1 We will make reasonable adjustments to ensure the Trust environment and its activities are as accessible and welcoming as possible for students, staff and visitors to the Trust. The school by school specific accessibility plans will be reviewed annually and shows how we will increase access to education and associated services for students with disabilities to meet the three aims as stated above. The trust will review the policy annually.

6.   Action Plan

6.1 Each entity within the Trust is to have an ongoing three-year Accessibility Action Plan which outlines accessibility targets, strategies on how to achieve those targets, outcomes of those strategies, timeframe and costs. Each school in partnership with the ESW Facilities and Compliance Manager will be responsible for reviewing and updating their Accessibility Action Plan.

7.   Related Policies

7.1   Related policies include:

- Curriculum Policy
- Intimate Care Policy
- Medical Policy
- Single Equality Policy
- Special Educational Needs and Disability (SEND) Policy
- Behaviour Policy
- School Improvement Plan
- Health and Safety Policy

8.   Review of Policy

8.1 This policy is reviewed by the Board of Education South West every three years or as required by changes in legislation.

Appendix 1

ACCESSIBILITY PLAN – Blackawton Primary School - 2022-2024
IMPROVING ACCESS TO THE CURRICULUM

	Target Strategies	Time- scale	Responsible	Success Criteria
EXAMPLE *Training for teachers on differentiating the curriculum to meet special needs*	*Undertake an audit of staff training* *requirements*			*Teachers are able to more fully meet the requirements of disabled children's* *needs accessing the* *curriculum*
EXAMPLE *All out-of-school* *activities are planned* *to ensure the* *participation of all* *pupils*	*Review all out-of-school provision to* *ensure compliance* *with legislation*			*All out-of-school* *activities will be* *conducted in an* *inclusive* *environment*
EXAMPLE *Classrooms are optimally organised to promote the* *participation and* *independence of all* *pupils*	*Review and* *implement a* *preferred layout of furniture and equipment to support the learning process in* *individual class bases*			*Lessons start on time* *without the need to* *make adjustments to accommodate the needs of individual pupil*
EXAMPLE *ICT software used to support learning*	*Make sure software installed where needed*			*Wider use of SEN in resources classrooms*

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	Target	Strategi scalees	Time-	Responsible	Success Criteria
EXAMPLE PE curriculum to be access to all	*Gather information on accessible PE and disability sports*				*All pupils have access to PE and be able to excel*

INCREASING ACCESS TO THE PHYSICAL ENVIRONMENT

	Target	Strategi scalees	Time-	Responsible	Success Criteria
EXAMPLE Layout of school allows access for all stakeholders to all areas, especially Reception and outside areas	*Consider needs of disabled pupils, parents and carers or visitors*				*School site accessible*
EXAMPLE Signage clear for visually or physically impaired people	*Review and amend signage annually*				*Visually impaired people feel safe in school grounds*
EXAMPLE Ensure all disabled pupils can be safely evacuated in emergency	*Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties*				*All disabled pupils and staff working alongside are, and feel, safe in the event of an emergency*

IMPROVING THE DELIVERY OF WRITTEN INFORMATION

	Target Strategies	Time- scale	Responsible	Success Criteria
EXAMPLE Availability of written material in alternative formats	The school will communicate to all stakeholders the options of all written information into alternative formats.			The school will be able to provide written information in different formats when required for individual purposes
EXAMPLE Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice on alternative formats and use of IT software to produce customized materials.			All school information available for all
EXAMPLE Delivery of information in writing is in an appropriate format or language	Provide suitably enlarged, clear print for pupils with a visual impairment on request			Pupils understand information given