

Leconfield Primary School



SCHOOL ACCESSIBILITY POLICY

Effective Date	April 2017
Date Reviewed	
Date Due for Review	April 2019
Contact	Katie Tracey (Headteacher)
Contact Number	01964 550303
Approved By	Mrs Lesley Ringrose (Chair of Governors)

CONTENTS

Our School Values	3
Introduction	3
Statutory Requirements: The Specific Duty	4
Definitions	5
<i>Protected Characteristics</i>	5
<i>Disability</i>	5
<i>Long Term Disability</i>	5
<i>Disability Special Provision</i>	5
<i>Reasonable Adjustments</i>	5
<i>Accessibility Plan</i>	6
<i>Parents</i>	6
<i>Staff</i>	6
Responsibilities	7
<i>School Governors</i>	7
<i>Head Teacher</i>	7
<i>All Staff</i>	7
<i>Visitors and Contractors</i>	7
Our Accessibility Aims	8
Engagement and Consultation	8
Monitoring and Evaluation	8
Publishing	8
References	9
Appendix I – Accessibility Plan	10
<i>Accessibility Audit Report</i>	10
<i>Accessibility Aim 1</i>	13
<i>Accessibility Aim 2</i>	15

ACCESSIBILITY POLICY

Our School Values

In all that we do we share, encourage and demonstrate positive values with our children. Our school values were agreed jointly by children, parents, Governors, staff and members of the wider community.

Honesty

Respect

Kindness

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 Leconfield 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

Leconfield 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 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 – These are 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

This plan is in **Appendix I** of this policy, on page 10.

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: **Mrs Lesley Ringrose (Chair)**.

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

Leconfield 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 ensure disabled pupils can take advantage of education and associated services
2. Ensuring 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 13-15.

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
- Pupils
- Parents

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 Plan is easily accessible, we will:

- Publish the plan on our website: www.leconfieldprimary.co.uk
- Publish the plan 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 23 March 2017 by:

- Craig Elder (Assistant Head)
- Steve Hogg (Governor)
- 3 Pupils – Head Boy, Head Girl and Deputy Head Boy)

The audit will be due for review by **1 March 2018**.

External Approach and Entrance

On the whole there appears to be good signage on the external approach to the school, though the position of the visitors sign is not obvious to all. The pathway is ready for some minor repair and there are some steps which have no markings to aid visually impaired users. It was noted that the pathway becomes slippery when wet.

The entrance is ramped for wheelchair users and has a handrail to aid walkers. Lighting at the entrance is good.

The main entrance door has a low handle, but is not automatic which could cause issues to users in wheelchairs or with low physical strength. There is no bell to contact people inside the reception for assistance.

Car Parking

The school has a small car park, with space for only around seven cars, with not enough space for much manoeuvring. Though the bays are marked, this has faded. There is no disabled bay or pedestrian walkway marked and there is no signage to indicate the school office. Some lighting is blocked by trees.

As the entrance for the school office, which is likely to be used by visitors and, out of normal hours (for breakfast club for example) access for pupils, this poses an issue for the school. This is already scheduled to be looked at to make the car park more appropriate and safe, though the school's ability to change much given the limited space is low.

Reception Areas

The reception area is good with a lowered section, good space and seating for visitors (some with arm rests). There is a hearing loop system, though not all staff may be aware it is there or how to use it. Assistance dogs are welcomed in the reception area, but there is no signage to indicate this. Some signs (fire procedures for example) may not be at a height to suit wheelchair users.

Internal Circulation – floors, doors and corridors

The school is a single floor structure.

On the whole, the school has good quality flooring and doors, with plenty of space for users to travel. Main entrances are ramped and exits to play areas are level.

It was identified that the cloak room off the main corridor has no carpet and the tiles are chipper, which has the potential to cause issues for some users.

Internal Rooms

The classrooms all have plenty of room to accommodate specific needs and some have hearing loop technology installed. However, these systems may be old and have not been used for some time and it is unsure whether they work correctly. Adjustable chairs, and those with arm rests, are available in classrooms if needed.

The dining area is in good condition and meets the school's current needs. However, adaptations may need to be made to accommodate pupils with specific needs, should the need arise.

There are some exits to outside areas from classrooms which have steps that would cause wheelchair users problems, but there are other exits which could be used.

Toilet Facilities

The school has two disabled toilets, one in the infant area designed for children and one in the main corridor for adults (though older children could also use this facility). Both are good facilities in the main.

It was identified that the disabled toilet has a small flush handle and the emergency cord would be too high for a wheelchair user to reach easily.

Signage and Information

Signage in the school is good, for the main part. A question was raised as to whether the school's exit signs were sufficient. The school has some facilities in place that would support pupils with specific needs to take part in classes and sport/play activities, for example Boccia and large keyboards. It also has procedures to assess the needs of pupils when they join the school and acquire other equipment as needed.

The school would access translation and interpretation services as needed through the council's contract with AA Global.

Emergency Evacuation

The school records all visitors and staff in and out of school at all times, pupils are similarly recorded through classroom procedures. All assembly points are clear and accessible. There is a step to/from the hall that would pose a difficulty for wheelchair users. The school's fire alarm

system in good, though does not include flashing lights to make hearing impaired aware of the alarm.

Overall

On the whole, the school is accessible to all. It has a particular issue with its car park/access to the school office which is being investigated, though limitations of space and costs may prohibit major improvement.

There are minor changes that could be made to improve the accessibility of the school and these are noted in the action plan later in this policy.

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

Outcome	Action(s)	By Whom	By When
The accessibility of the school environment is understood, issues are addressed and this is regularly reviewed	<ul style="list-style-type: none"> Undertake a School Accessibility Audit 	SLT / Gov / Pupils	Annually
	<ul style="list-style-type: none"> Identify possible improvements needed 	SLT / Gov / Pupils	Annually
	<ul style="list-style-type: none"> Implement improvements as necessary 	KT	As needed
	<ul style="list-style-type: none"> Ensure that accessibility and the potential needs of pupils, staff and visitors from protected groups are considered when making changes to the layout of the school, its functionality or its policies/procedures (for example, if changing the toilets, consider unisex facilities to support transgender pupils) 	KT	Ongoing
The school provides suitable auxiliary aids, resources, IT equipment and services as required and appropriate to support accessibility	<ul style="list-style-type: none"> Staff training/awareness raising on what needs disabled users may have and how to access relevant equipment 	KT	Annually
	<ul style="list-style-type: none"> Review/develop procedure for accessing aids, resources, IT when required – ensure all staff are aware/use these procedures 	KT	Annually
	<ul style="list-style-type: none"> Identify source of translation/interpretation services for use to support students or staff for whom English is not their first language 	SI	As needed
Issues identified from most recent Accessibility Audit have been considered and, where reasonable and necessary, acted upon	<ul style="list-style-type: none"> Review the hearing loop systems throughout the school and repair/replace as needed 	SI	Annually
	<ul style="list-style-type: none"> Ensure all staff are aware of hearing loop systems, where they are in place and how to use them 	SI	Summer 2018
	<ul style="list-style-type: none"> Include a sign welcoming assistance dogs into the reception area 	SI	Summer 2018
	<ul style="list-style-type: none"> Replace the flush handle in the 	SI	Summer

	<p>disabled toilet and lower the emergency cord to ensure all users could reach it easily</p> <ul style="list-style-type: none"> Investigate the feasibility of including a flashing light system linked to the fire alarm 	SI	<p>2018</p> <p>September 2018</p>
<p>The layout of the school allows access for all users to all areas, as appropriate</p>	<ul style="list-style-type: none"> Investigate the possibility of purchasing a temporary ramp that could be used on exits/entrances with a step, as needed Review the state of the flooring in the main corridor cloak room and repair as necessary Regularly review the quality of flooring and doors throughout the school (including step markings) Regularly review the signage and display areas in the school to ensure they are visually accessible to all 	<p>SI</p> <p>SI / Premises Committee</p> <p>SI / Premises Committee</p> <p>SI / Premises Committee</p>	<p>Summer 2018</p> <p>Summer 2018</p> <p>Annually</p> <p>Termly</p>
<p>The external access to the school and signage is appropriate and usable by all</p>	<ul style="list-style-type: none"> Review the signage in the car park and for the main entrance – move/replace or add signage as needed Remark parking bays so they are clear Investigate potential changes to the car park to make safer for pedestrians and more accessible Investigate the lighting in the car park to see if this could be improved (i.e. not blocked) Investigate the possibility of improving the main door to the school – automatic opening/bell or intercom to reception (any control should include braille) Mark external steps with bright, luminous paint to war visually impaired Review the quality of the pathways to the school entrance and repair as needed – considering slip-resistant surfaces 	<p>SI / Premises Committee</p> <p>KT / SI</p> <p>KT / SI</p> <p>KT / SI</p> <p>KT / SI</p> <p>KT / SI</p> <p>KT / SI</p>	<p>Spring 2018</p> <p>Spring 2018</p> <p>Summer 2019</p> <p>Summer 2018</p> <p>Summer 2018</p> <p>Spring 2018</p> <p>Summer 2018</p>

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"> Staff training on planning and delivering lessons, activities and visits considering the needs of disabled pupils/visitors 	KT	Ongoing
	<ul style="list-style-type: none"> Risk assessments are undertaken as required 	SI	Ongoing
	<ul style="list-style-type: none"> Additional support is made available as required 	KT / EA	As needed
	<ul style="list-style-type: none"> Staff are trained on how to organise the classroom to promote the participation of the whole range of pupils 	KT / EA	Spring 2018
	<ul style="list-style-type: none"> As new pupils/staff with different needs join the school, training is provided as appropriate 	KT / EA	As needed
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"> All written materials are available in alternative formats and/or languages, when requested or needed 	KT	As needed
	<ul style="list-style-type: none"> The school website provision is accessible to all viewers and has appropriate accessibility tools to support people to use it 	CE	Spring 2018 – review annually
	<ul style="list-style-type: none"> Adapted resources to aid accessibility for disabled pupils are available, as needed 	KT	As needed
	<ul style="list-style-type: none"> Staff training on the importance of good communication systems, both within school, to parents, the school website and day to day 	KT	Annually