



**Alma  
Primary**  
עולם חסד יבנה  
A world built on kindness

# **Alma Primary Accessibility Policy**

## **Policy no. 1**

Responsibility: *Marc Shoffren*  
Governing body resp.: *HR Subcommittee*  
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Policy Development: **New** - **change**

Change	Responsible	Date

## **Alma Primary Accessibility Policy**

### **1. Introduction: Our Aims and objectives for Disability Equality**

1.1 Alma Primary is committed to ensuring equality in learning provision for all children in our school. In order to promote inclusivity and equality, our key objective is to reduce and eliminate barriers to access the curriculum and to full participation in the school community for children, prospective students and adult members of the school community with a disability. This includes taking steps to avoid placing anyone at a substantial disadvantage and we therefore aim to work closely with children who have disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

1.2 The school is active in promoting an inclusive, positive environment by ensuring that every child is given equal opportunity to develop socially, to learn, and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parents/carers questionnaires and discussions.

1.3 This policy will be implemented at all times and adhered to by all staff members, children, parents/carers and visitors.

### **2 Legal Framework**

2.1 This policy has due regard to statutory legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

### **3 Definition of Disability**

3.1 A person is defined as having a disability if they have 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.

3.2 The effect of the Equality Act 2010 means that schools cannot unlawfully discriminate against children because of sex, race, disability, sexual orientation, religion or belief.

3.3 Reference to disabled people includes disabled children, young people and adults, as children, employees, governors, parents and carers and other members of the wider community that might use school premises for leisure or other activities.

3.4 The definition of disability covers a broad spectrum of impairments including:

- Cancer
- Diabetes Epilepsy HIV
- Multiple sclerosis
- Hearing or sight impairments
- Mobility difficulties
- People with mental health conditions or learning difficulties/disabilities.

## **4 Accessibility Plan**

4.1 The Headteacher, in conjunction with the School Leadership Team and Children's Committee, will create an Accessibility Plan with the intention of improving the school's accessibility. The Accessibility Plan will demonstrate how access will be improved for children with disabilities, staff, parents/carers and visitors to the school within a given timeframe.

4.2 The plan will aim to:

- Increase the extent to which children with disabilities can participate in the curriculum
- Improve and maintain the school's physical environment to enable children with disabilities to take advantage of the facilities and education on offer
- Improve the availability and delivery of written information to children, staff, parents/carers and visitors with disabilities.

4.3 The Accessibility Plan will be presented as part of the School Improvement Plan. It will be approved by the Governing Body and reviewed every three years.

4.4 The Children's Committee will be responsible for monitoring the Accessibility Plan on behalf of the Governing Body. Where appropriate the school will work closely with external agencies to review, improve and implement the school's Accessibility Plan.

4.5 The Governing Body will ensure that adequate resources are provided for implementing plans, ensuring children are sufficiently supported. An access audit will be undertaken by the Governing Body and SENCO, as part of the plan review, every three years.

4.6 The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

4.7 The Accessibility Plan will complement and support the school's Equality Policy, as well as the Special Educational Needs and Disabilities Policy. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes, as part of the School Development Plan.

### **5 Equal Opportunities**

5.1 Alma Primary is committed to developing a culture of inclusion, support and awareness. The governors and staff strive to ensure that all existing and potential children are given the same opportunities.

5.2 Staff members will be aware of any children who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all children to reach their full potential and receive the support they need

5.3 The Accessibility Plan will detail any barriers which are hindering the opportunities for children with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all children equal opportunities.

5.4 Alma Primary will ensure that extracurricular activities are accessible to all children. The school will make all reasonable adjustments to allow children with SEND to participate in all school activities.

### **6 Admissions**

6.1 Alma Primary will apply the same entry criteria to all pupils and potential pupils.

6.2 All children, including those with SEND, will have appropriate access to all of the opportunities available to any member of the school community. To this end, the school will make reasonable adjustments prior to the child starting at the school, in order to avoid putting any child at a substantial disadvantage.

6.3 Information will be obtained on future pupils in order to facilitate advanced planning and prospective parents/carers of any child with an EHCP, and children with identified SEND, will be invited to a transition meeting prior to the child starting the school in order to explore strategies to meet the specific needs of the child.

### **7 Access to the Curriculum**

7.1 Alma Primary is committed to providing a healthy environment that enables full curriculum access, which values and includes all children regardless of their educational, physical, sensory, social, spiritual and emotional needs as well as gender.

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7.2 It is vital that disabled children can access the curriculum and the school strives to provide:

- A communicative friendly environment;
- A team teaching approach;
- Support for individual medical needs.

7.3 Children are not excluded from any aspect of the school curriculum due to their disabilities or impairments. Staff at Alma Primary will be provided with professional development in further making the curriculum accessible to all children. The school will seek and follow the advice of appropriate services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

7.4 The class teacher, in discussion with the child and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any particular disability or impairment. Class teachers, subject leader and the SENCO will work together to adapt a child's Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all children to reach their full potential.

7.5 Physical education lessons will be adapted, wherever possible, to allow children with disabilities to participate in lessons. Where areas of the curriculum present particular challenges for a child, these are dealt with on an individual basis.

7.6 Where appropriate, specialist resources will be made available for pupils with visual impairments, such as large print reading books.

7.7 Where SEMH (Social Emotional and Mental Health) needs have been identified, for example an anxiety issue, careful consideration will be given to making reasonable adjustments in order to include the child in activities.

## **8 Training**

8.1 The Headteacher and Chairs of Governors will ensure that all staff members and governors are given access to training on equality issues, to increase their awareness of children with disabilities and inform them of appropriate action to be taken when delivering the curriculum. Teaching assistants will support teaching staff as required to help ensure that disabled children have equal access to the curriculum.

8.2 Designated staff members will be trained to effectively support children with medical conditions, such as understanding how to administer insulin.

## **9 Physical environment**

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9.1 Alma Primary is committed to ensuring that all children, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises.

9.2 The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord. There is also provision for nappy changing.

9.3 Wide doors are fitted in the school, where possible, to allow for wheelchair access. Where entrances to the school are not flat, a ramp is supplied for access.

9.4 The corridor flooring and lighting is designed to support those who are visually impaired or have sensory sensitivities. Whilst we have excellent access, lighting, acoustic treatment and colour schemes, we will continue to ensure this standard is both maintained and built upon.

9.5 Whilst the school has a good physical environment, we will continue to take account of the needs of children and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

### **10 Roles and responsibilities**

10.1 All staff at Alma Primary are expected to act in accordance with the Accessibility Policy and Accessibility Plan, at all times. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent/carer or colleague.

10.2 The Headteacher will ensure that staff members are aware of individual disabilities or medical conditions of children and adults, where necessary.

10.3 When challenging situations regarding children with disabilities are experienced, the school will make every effort to consult with relevant experts to ensure that provision meets the needs of the child.

10.4 The Special Educational Needs and Disabilities Coordinator (SENCO) will work closely with the Headteacher and governing board to ensure that children with special educational needs and disabilities (SEND) are appropriately supported.

### **11 Teaching and learning style**

11.1 Staff at Alma Primary aim to provide all our children with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure equality of access for all children and prepare them for life in a diverse society;

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- Promote attitudes and values that will challenge discriminatory behaviour;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that all children can participate in;
- Take account of the performance of all children when planning for future learning and setting challenging targets and make best use of all available resources to support the learning of all groups of children.

### **12 Tackling Discrimination**

12.1 In our school we aim to tackle discrimination and promote equality of opportunity across all aspects of school life. We do this by:

- Creating an ethos in which children and staff feel valued and secure;
- Building self-esteem and confidence in our children, so that they can then use these qualities to develop their relationships with others;
- Removing or minimizing barriers to learning, so that all children can achieve;
- Ensuring that our teaching takes into account the learning needs of all children through our schemes of work and lesson planning;
- Actively tackling disability discrimination and promoting equality of opportunity through our School;
- Ensuring that children understand what constitutes aggressive and discriminatory behaviour.

12.2 Any incident of disability harassment is unacceptable in our school. Any adult witnessing an incident or being informed about an incident must follow the schools Preventing Bullying Policy.

### **13 Links to other policies**

13.1 Our Accessibility policy operates in conjunction with existing school policies, including:

- Equality Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour for Learning Policy
- Medicines and Health Policy
- Preventing-Bullying Policy
- Intimate Care Policy
- Health and Safety Policy

### **14 Monitoring and Review:**

14.1 This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.

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14.2 The Governors undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, every three years, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.