



# **Accessibility Strategy Policy (incorporating Disability Equality)**

**Created: February 2019  
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To be Reviewed:  
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**EQUALITY SCHEME  
EQUALITY IMPACT ASSESSMENT FOR  
ACCESSIBILITY PLAN**

Staff / Committee involved in development:	Health Safety Committee; Headteacher / Bursar
For use by:	Staff, Governors and Parent/Carers
This policy relates to statutory guidance:	SEN and Disability Act 2001 Equality Act 2010
Key related Farndon Policies:	Equality Policy

**Equality Impact Assessment:** Does this document impact on any of the following groups? If YES, state positive or negative impact, and complete an Equality Impact Assessment Form or action plan, and attach.

<b>Groups:</b>	<b>Yes/ No</b>	<b>Positive/Negative impact</b>
Disability	Yes	For this policy, school has conducted a full audit for accessibility and action planned development points.
Race	No	
Gender	No	
Age	No	
Sexual Orientation	No	
Religious and Belief	No	
Gender Reassignment	No	
Marriage & Civil Partnership	No	
Pregnancy & Maternity	No	
Other	No	

<b>Reviewed by</b>	Leadership and Management
<b>Agreed by</b>	Full Governors
<b>Next Policy review date</b>	May 2027

A copy of this form, and any related impact assessment form or action plan must be sent to the school office

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# ACCESSIBILITY STRATEGY POLICY (incorporating Disability Equality)

## Introduction and aims:

Farndon Primary School believes in providing every opportunity to develop pupils, young people and adults' full potential. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of school life and the school environment for pupils and prospective pupils, staff, parents and visitors with a disability.

In this policy we will outline how we can promote disability equality for all disabled pupils, staff, parents, governors and visitors to our school.

## Background:

The Special Educational Needs and Disability Act (SENDA) 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. This plan sets out the proposals of the Governing Body of Farndon Primary School to ensure our practices and policies comply with these acts and increase access to education for disabled pupils. It is our duty to ensure that:

- ✓ We do not to treat disabled pupils less favourably for a reason related to their disability;
- ✓ We will make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- ✓ We will plan to increase access to education for disabled pupils.
- ✓ We do not discriminate against anyone as explained in the DDA, 1995
- ✓ We do not allow any form of harassment of people with a disability
- ✓ We will promote positive attitudes towards anyone living with a disability
- ✓ We will remove barriers which may discourage disabled people from playing a full part in the life of our school
- ✓ We will encourage full participation by everyone in our school activities

## Definitions of disability:

A person has a disability if he/she has a physical or mental impairment that is:

- ✓ Substantial
- ✓ Long-term, and
- ✓ Has an adverse effect on his/her ability to carry out normal every day activities

A full set of Definitions can be found in **Appendix A**.

## Principles:

- ✓ Compliance with the above-mentioned legislation is consistent with the school's aims, Equal Opportunities Policy and the operation of the school's Special Educational Needs (SEN) Policy
- ✓ Our Admissions Policy does not discriminate against a disabled child
- ✓ We recognise that it is unlawful to discriminate against a disabled pupil by excluding him or her from the school for a reason related to the pupil's impairment
- ✓ When recruiting staff disabled people will not be discriminated against
- ✓ We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation.
- ✓ We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils.

### **Purpose and direction of the school's policy:**

Farndon Primary School's Accessibility Strategy Policy aims to demonstrate how we intend to meet our duty to promote disability equality for disabled pupils, staff, parents and visitors.

### **Information about the needs of disabled people will be gathered through:**

- ✓ Pupil admission information
- ✓ Parental questionnaires
- ✓ SIMS data
- ✓ SEN reviews/statements
- ✓ Recruitment process
- ✓ Accessibility Audit
- ✓ Discussion with relevant medical professionals and other outside support agencies

### **Achievements of disabled people will be gathered through:**

- ✓ Data analysis
- ✓ Records of achievement
- ✓ Celebration assemblies, certificates, Annual Reports, etc.

To ensure Farndon Primary School is a welcoming environment for everybody, we believe it is important to consult all stakeholders. Where adjustments need to be made, we consider those who have an understanding of different disabilities and the barriers they present, including:

- ✓ Pupils with and without a disability
- ✓ Parents of pupils who have a disability
- ✓ Staff
- ✓ Governors
- ✓ Parent Voice
- ✓ Expert voice through external audit
- ✓ Pupil Voice

### **We consider:**

- ✓ Movement around the building and grounds easily and confidently
- ✓ Having equal opportunity to access lessons and other activities
- ✓ How we could improve communication between home and school
- ✓ How we could raise awareness of issues addressed so that all members of the school community can be more proactive in including disabled people in every aspect of school life

### **Our main priorities include:**

- ✓ Increasing the extent to which disabled pupils, young people and adults can participate in the school curriculum
- ✓ Improving the physical environment of the school to increase the extent to which disabled pupils, young people and adults can take advantage of education and wider life of school including trips and clubs

### **MAKING IT HAPPEN:**

#### **Management, implementation and monitoring:**

- ✓ Achieved Healthy Schools Status
- ✓ Children are taught using a variety of teaching and learning methods, ensuring accessibility to the curriculum for all
- ✓ All staff are trained in Assessment for Learning and this continues to be developed and updated
- ✓ Analysis of value-added figures allows us to measure the impact of intervention and support strategies for children with special education needs
- ✓ Teaching assistants are well trained and work in collaboration with the teaching staff to ensure appropriate support is offered to children with disabilities
- ✓ SEN register is kept up to date
- ✓ Appropriate and specific intervention programmes for pupils with SEN
- ✓ Individual Education Plans (IEPs) and reviews in place
- ✓ Advice is sought from Educational Psychologist and other appropriate outside agencies to provide staff with information about making 'reasonable adjustments'
- ✓ PEPs completed for those children who are Looked After.

- ✓ School pays for accessibility audit from outside company to action improvements to be made.

### **Making reasonable adjustments:**

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to

#### **(a) the building and grounds:**

- ✓ Structured and supportive playtime and lunchtime activities such as playground buddies.
- ✓ Ensuring all adjustments to current buildings are DDA compliant.
- ✓ Ramp in place where there is change in levels within the school.
- ✓ 3 x Disabled toilets access and 2 with changing facilities.

#### **(b) learning and teaching:**

- ✓ We will review and monitor to ensure disabled pupils make progress in line with their abilities, we will then evaluate and adapt our practice accordingly
- ✓ Academic progress is monitored and 'value added' considered
- ✓ Additional support (small group or 1:1) will be provided where possible
- ✓ Individual targets and IEPs ensure aptness of teaching and learning strategies
- ✓ Targets and progress towards them will be reported to parents regularly
- ✓ Using ASP and IDSR ONLINE and monitoring in school by senior staff, we are able to track and analyse the achievement of all our pupils
- ✓ Review of policies in school is ongoing

#### **(c) communication methods**

- ✓ Use of a School website
- ✓ Use of ICT resources by pupils
- ✓ Newsletters to parents
- ✓ Diary and news pages on the school website
- ✓ Informal discussions with parents
- ✓ Telephone messages and conversations with parents
- ✓ Most information is available electronically and can be converted to other appropriate formats
- ✓ SEN section on the website with SEN policy and the Local Authority's Local Offer.

The effectiveness of any adjustments are monitored regularly and the opinions of Parent Voice and Pupil Voice and disabled stakeholders considered, taking into account:

- ✓ Pupil interviews
- ✓ School Council
- ✓ Parental questionnaires
- ✓ Staff opinions (teaching and non-teaching)
- ✓ Governors
- ✓ Other visitors and users of the school
- ✓ Outside Agencies

### **Monitoring and Impact Assessments:**

The Governing Body as part of the Leadership and Management group will review the SEN Register, Safeguarding, School Site, Accessibility audit and H&S annually and will measure the impact of any changes or initiatives on the quality of school life for those pupils. Governors will also ensure that a review of accessibility is carried out every 3 – 5 years and the findings are fed into the school's 5 year development plan.

This will be done through the following methods designed to increase awareness of, and positive attitudes towards, disability:

- ✓ Pupils interviews
- ✓ Increasing staff awareness
- ✓ Parental questionnaires
- ✓ Analysis of assessment data
- ✓ This policy will be reviewed and revised as necessary

### **Getting hold of the school's policy**

- ✓ The scheme will be available on the school website and hard copies produced on request at the school office.

**Confirmation the *Accessibility Strategy Policy* in respect of Farndon Primary School has been discussed and adopted by the Governing Body**

*Signed by:*

*Chair of Governors: Michael Rudd*

*Date: 27/05/24*

*Headteacher: A. Walker*

*Date: 27/05/24*

*Agreed at the Meeting of the Governing Body on: Leadership and Management*

*To be reviewed: May 2027*

## APPENDIX A – DEFINITIONS OF DISABILITY

A person has a disability if he or she has a physical or mental impairment that is:

- substantial
- long term and
- has an adverse effect on his or her ability to carry out normal everyday activities

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person’s ability to carry out normal day to day activities is adverse, substantial and long term.

The definition can include a wide range of impairments such as:

- Dyslexia
- Autism
- Speech and language impairments
- Hearing impairments
- ADHD

An impairment does not in itself mean a person is disabled. It is the effect on the person’s ability to carry out normal day-to-day activities that has to be considered. Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing and eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.

Details of disability are collected in the following ways:

- Pupils – from SEN register, medical record sheets and data collection forms (SIMS)
- Parents/carers – from disclosure to the school or from data collection forms.
- Staff – disclosure to the Head Teacher in confidence.

Disability information will be audited according to type:

Type of Disability	Including	Comments
Physical impairment	Mobility difficulties, limb malformation, missing limb	
Sensory impairment	Sight and hearing impairment	Sight problems corrected with glasses or lenses do not qualify
Learning Difficulty, including Specific Learning Difficulty	Dyslexia, dyscalculia and dyspraxia	
Medical condition	Diabetes, arthritis, cancer, depression and many other conditions which require long term treatment	
Social, emotional and behavioural difficulties	Behaviour and emotional differences which impact on daily life such as ADHD, ASD and Obsessive Compulsive Disorder	
Speech and language	Development delay or physical difficulties leading to additional Speech and Language needs	



