



## Accessibility Policy

Date	Review Date	Coordinator	Nominated Governor
September 2021	September 2022	Jessica Bennion	David Watson

### ACCESSIBILITY STATEMENT

#### 1. Introduction

1.1. Our Accessibility Plan is based on a belief in equality and inclusiveness for all and confirms that everyone should have equal access to facilities and services regardless of disability, age, gender or race. The Bright Futures Trust and all member schools put accessibility for all at the heart of the planning and design process.

1.2. At Barton Clough Primary School, we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, emotional and cultural needs. Further, we are committed to challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion.

1.3. The school recognises that many of our pupils, visitors and staff, whether disabled or otherwise, have individual needs when using school facilities. We understand that for all pupils, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of our ongoing commitment to the delivery of an inclusive educational service, we work hard to ensure that all our pupils receive a high standard of education and are supported in reaching their full potential. Good communication and co-operation between the school, home and other professionals are essential. The key aims of this plan are to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Ensure the physical environment of the school gives disabled pupil's physical access to education and extracurricular activities.
- Improve the delivery of information to disabled children and young people; using formats which give better access to information.
- Provide continued education as normally as the condition allows.
- Reduce the risk of lowering self-confidence and educational achievement. Promote equal access to education for all
- Establish effective liaison.
- Ensure that prompt action takes place when any issues which affect accessibility are identified

## 2. Statutory

2.1. The Equality Act 2010 and Equality Duty 2011 placed responsibilities upon schools to remove discrimination against pupils with disability. It requires schools to make ‘reasonable adjustments’ to their policies, procedures and practices to accommodate pupils with disability more fully in school life. There is a duty on schools to state what action they have taken to improve access and to have an Accessibility Plan.

2.2. The reasonable adjustments duty is triggered only where there is a need to avoid ‘substantial disadvantage’. Substantial is defined as being anything more than minor or trivial. Whether or not a disabled pupil is at a substantial disadvantage or not will depend on the individual situation.

2.3. These duties apply to disabled pupils, as defined in the Equality Act 2010. The Act says that a pupil has a disability if they have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing.

2.4. The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD), or people diagnosed with cancer, HIV infection or multiple sclerosis. An impairment does not of itself mean that a pupil is disabled. It is the effect on the person’s ability to carry out normal day-to-day activities that should be considered.

2.5. The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical Co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

2.6. A child’s ability to memorise, concentrate, learn, speak, move, make and maintain positive relationships is central to their education. An impairment that has a long-term and substantial effect on a child’s ability to do these things may amount to a disability.

2.7. Some disabled pupils also have special educational needs (SEN) and may be receiving support via school-based SEN provision or have a statement of SEN. Just because a disabled pupil has SEN or has a statement does not take away the duty to make reasonable adjustments for them. In practice, of course, many disabled pupils who also have a statement of SEN will receive all the support they need through the SEN framework and there will be nothing extra the school has to do. However, some disabled pupils will not have SEN, and some disabled pupils with SEN will still need reasonable adjustments to be made for them in addition to any support they receive through the SEN framework.

## 3. Role of the Governing Body

3.1. This Accessibility Plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required under the Equality Act 2010. The three key duties are to:

- Increase the extent to which disabled children and young people can engage in the school **curriculum**.
- Improve the physical environment of the school to increase disabled pupils’ **physical access** to education and extra-curricular activities.

- Improve the delivery of **information** to disabled children and young people, using formats which give better access to information.

3.2. The responsibility for the Accessibility Plan lies with the Governing Body and Headteacher

3.3. It is a requirement that the school's Accessibility Plan is resourced, implemented, and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

4.1. The Equality Act 2010 does not override health and safety legislation. If making a particular adjustment would increase the risks to the health and safety of any person (including the disabled pupil in question) then this is a relevant factor in deciding whether it is reasonable to make that adjustment. However, as with the approach to any question of health and safety and risk assessment, schools are not required to eliminate all risk. Suitable and sufficient risk assessments should be used to help determine where risks are likely to arise and what action can be taken to minimise those risks. Risk assessments should be specific to the individual pupil and the activities in question. Proportionate risk management relevant to the disability should be an ongoing process throughout a disabled pupil's time at the school.

4.2. There might be instances when, although an adjustment could be made, it would not be reasonable to do so because it would endanger the health and safety either of the disabled pupil or of other people. There might be other instances where schools could make anticipatory reasonable adjustments in line with health and safety legislation, ensuring compliance with, and not infringing, that legislation.

## **4. Health and Safety**

4.1. The Equality Act 2010 does not override health and safety legislation. If making a particular adjustment would increase the risks to the health and safety of any person (including the disabled pupil in question) then this is a relevant factor in deciding whether it is reasonable to make that adjustment. However, as with the approach to any question of health and safety and risk assessment, schools are not required to eliminate all risk. Suitable and sufficient risk assessments should be used to help determine where risks are likely to arise and what action can be taken to minimise those risks. Risk assessments should be specific to the individual pupil and the activities in question. Proportionate risk management relevant to the disability should be an ongoing process throughout a disabled pupil's time at the school.

4.2. There might be instances when, although an adjustment could be made, it would not be reasonable to do so because it would endanger the health and safety either of the disabled pupil or of other people. There might be other instances where schools could make anticipatory reasonable adjustments in line with health and safety legislation, ensuring compliance with, and not infringing, that legislation.

## **5. Charging Arrangements for Making Reasonable Adjustments**

5.1. It is unlawful for a setting or school to charge a child for making reasonable adjustments in any circumstances, whatever the financial cost to the school and however the setting or school is funded.

## **6. School Context**

6.1 Barton Clough houses 2 specialist classes for pupils with a range of special needs. Each class has 10 places with a specialist teacher and specialist teaching assistant. School holds an SLA with the Local Authority to provide these places and allocates pupils to them. The pupils come from across the region not just our catchment area. All pupils in the small classes either already have an EHC plan or are awaiting one. There is a mix of need within these classes. The designation for them is 'speech and language, complex needs and social, communication and complex learning difficulties'. Consequently, school has a higher than average percentage of SEN pupils – 27%. In addition to those pupils with SEN school has a number of pupils with specific medical needs; serious allergies, asthma, epilepsy.

## **7. Existing Good Practice in School**

### **7.1. Access and participation to the curriculum**

- Visual prompts and resources including visual timetables are used to facilitate access for all pupils where these are seen to be helpful
- Disability awareness is promoted in the curriculum, through assemblies and specific events.
- Staff working with pupils with disabilities receive specialist training.
- Thorough risk assessments are undertaken as required and take full account of the needs of disabled children, for example a named adult will provide 1:1 support if appropriate.
- Care plans are produced where a medical need is identified
- Disabled pupils are able to access a range of activities and clubs beyond the school day; they participate in residential visits.

### **7.2 Access to the physical environment**

- Corridors and routes are kept clear of obstacles.

### **7.3. The delivery of information**

- Pupils on roll receive support from specialist services e.g. Occupational Therapists, Speech Therapist, Educational Psychologist, Diabetes Nurse.
- Annual reviews completed by school SENCO and specialist teachers enable sharing of information
- Parents' Evening and drop in sessions give the opportunity for parents to ask questions
- Weekly school newsletter advertises school events and clubs
- Text messaging system allows quick and easy distribution of information

<b>Executive Headteacher</b>	Simon Beswick	<b>Date:</b>	28 <sup>th</sup> September
<b>Chair of Governing Body:</b>	Sue Smith	<b>Date:</b>	