



ACCESSIBILITY PLAN

POLICY DETAILS

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POLICY REVISION AND APPROVAL HISTORY

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Introduction

The Archibald Primary School Accessibility Policy meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Principles

Archibald Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to take positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

Archibald Primary School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

1. setting suitable learning challenges
2. responding to pupil's diverse learning needs
3. overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school will ensure that pupils with a disability are as equally prepared for life as their peers; this covers teaching and learning and the wider curriculum such as participation in after school clubs, leisure and cultural activities or school visits.

We recognise that we have a statutory duty to provide accessible information to our parents/carers and pupils, and we will strive to meet the most effective levels of communication with all members of our school community. As part of this, we will:

- explain the measures that we are taking to promote accessibility to the curriculum and environment in our prospectus
- provide accessible information for disabled pupils, and their parents/carers, including disabled parents/carers
- where necessary, provide sign language interpretation for parents, or information in alternative formats
- be clear about where parents/carers can obtain paper copies of information should parents and carers not have access to the internet.

Access to learning

Teaching staff will endeavour to:

- adapt teaching to respond to the strengths and needs of all pupils
- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including disabled pupils and those with special educational needs; and be able to use and evaluate distinctive teaching approaches to engage and support them
- plan for and teach children with learning needs through a range of proven interventions and use a range of inclusive teaching strategies
- ensure the effective supported transition of vulnerable children and young people
- evaluate the outcomes of additional provision and the value for money it provides
- make informed decisions about how best to target available funding in the future
- recognise and unlock the potential of pupils and develop a strong culture for success.

Access to the physical environment

The school will ensure it improves and maintain access to the physical environment of the school, adding specialist facilities as necessary.

We are aware that reasonable adjustments may be needed to the classroom and school to create safe spaces, calming areas and workstations for pupils with Autistic Spectrum (ASd) or Behavioural or Emotional Difficulties.

We will ensure that we engage with support services from health and education who can advise about adaptations to the inside and outside environment for individuals to help include pupils with sensory integration needs.

We will ensure that:

- handrails are provided that do not end before the top or bottom step
- a suitable space is available for therapy or medical needs
- school staff are available to liaise with visiting professionals
- staff attend manual handling training, where manual handling is a component of the support being provided
- the installations of height adjustable desks/work surfaces are incorporated into the specification of any new classrooms
- pupils with mobility difficulties are taught in accessible teaching rooms

- venues for educational trips and visits are accessible for pupils with mobility difficulties.

For pupils and visitors with visual difficulties we will ensure:

- edges of step and ramps are painted
- general and room signs are easy to read and at the correct height
- door handles are of good contrast, and PE equipment such as benches contrast against the floors/walls of gymnasium/sports hall
- lighting on stairwells is adequate
- we have systems in place to assist safe travel around the school site e.g. keep corridors clear of lockers and have one way travel systems in narrow corridors/stairways
- we regularly audit the school site for potential trip hazards such as loose drain fittings or curled up carpet edges.

Access to information

Archibald Primary School will ensure there is awareness of alternative formats for sharing information using a variety of formats for communication, including text, email, post. Parents/carers will be made aware that the school can provide communication in alternative formats when required or requested.



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