



# Latimer Primary School

## Accessibility Plan

<b>DATE APPROVED:</b> 20 <sup>th</sup> March 2019	<b>SIGNATURE CHAIR OF GOVERNORS:</b>
<b>FREQUENCY OF REVIEW:</b> Every 3 years	
<b>DATE OF NEXT REVIEW:</b> March 2022	

This plan is drawn up in accordance with the duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it

### Purpose

This policy aims to reduce and eliminate barriers to the curriculum and the school community for pupils, prospective pupils and our adult users with a disability.

The Accessibility Plan will contain relevant actions to:

- Improve awareness of **Equality and Inclusion**.
- Improve access to **the physical environment** of the school adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to **the curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

### Who was consulted?

This policy was approved by the governing body following consultation with staff, pupils, parents and members of the school community.

### Definition of Disability

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

What 'substantial' and 'long-term' mean:

- 'substantial' is more than minor or trivial – e.g it takes much longer than it usually would to complete a daily task like getting dressed

- 'long-term' means 12 months or more - eg a breathing condition that develops as a result of a lung infection.

### **Roles and responsibilities of the Head Teacher, other staff, governors**

The **Head Teacher** will ensure that:

The school's aims and Equality Policy and the operation of the school's SEN policy is in compliance with the Equalities act 2010.

The school meets its duty under the Equalities Act 2010.

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

All **staff** in performing their duties will be aware of their duties outlined in the Equality Act 2010.

When planning the curriculum staff should consider the accessibility of the school curriculum for children with disabilities. This includes the wider curriculum of the school such as participation in after-school clubs, leisure, cultural activities or school visits.

The **staff** and **Governors** should ensure that the school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of an inclusive curriculum.

This includes:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individual and groups of pupils.

### **Context of the School**

Latimer Primary School is housed in five key areas; the 1890's block, 1910 block, 1960s block and EYFS block and Year 6 block which were installed in 2015 and 2019 respectively. The 1890's block and year 6 are separated from the rest of the school site by a public pathway and gates, which are locked during school hours.

The majority of buildings can be used flexibly to meet the needs of disabled pupils and staff and provision is negotiated when a pupil or staff members specific needs are known. All buildings are either on flat ground and accessible for Wheelchair users with the exception of the 1910 block which can be accessible via the Premises Officer entrance via a ramp. To negotiate any building's restrictions the following adaptations are made:

- use of these classrooms can, as far as possible, be rotated to meet pupils' needs
- all public-access rooms, including front entrance and hall are on accessible via portable ramps
- portable ramps are available to enable access to areas with steps

There are currently no toilets in the 1890, 1910 and 1960 block which are suitable for wheelchair dependant pupils or staff. The new EYFS and Year 6 buildings have wheelchair accessible toilets.

**Improving access to the physical environment of the school**

Target	Actions	Timescale	Responsibility	Success Criteria
To ensure the school environment is accessible to pupil and staff physical needs.	<p>When a child's needs are made known a risk assessment to be conducted.</p> <p>Reasonable adjustments to the building to made to accommodate assessed needs.</p> <p>Consider access needs during recruitment procedure in line with recruitment procedures.</p>	As required	<p>SENCO</p> <p>Head Teacher</p> <p>Class Teachers</p> <p>School Office</p>	<p>Risk assessment in place for all pupils with disabilities.</p> <p>All staff and pupils feel confident their needs are met.</p> <p>Access issues to not influence recruitment and retention of staff.</p>
Any changes to layout consider the needs of those with disabilities =.	Consider needs of pupils with disabilities/parents/staff and visitors when considering building design.	As required	<p>Head Teacher</p> <p>Local Authority</p>	All children/staff/visitors have access to all buildings as far as possible.
Ensure all disabled pupils/staff/visitors can be evacuated safely.	<p>Consider needs of pupils with disabilities when planning emergency evacuation routes.</p> <p>Ensure all staff and visitors are aware of evacuation routes and their responsibilities</p>	As required	<p>Head Teacher</p> <p>Health and Safety Committee</p> <p>Premises Officer</p>	All disabled pupils and staff can be evacuated safely in the event of a fire or other emergency evacuation.

### Improving access to the school curriculum

Target	Actions	Timescale	Responsibility	Success Criteria
Ensure delivery of curriculum content is accessible to all pupils.	<p>Provide suitably enlarged clear print for pupils with a visual impairment as required.</p> <p>Liaise with local authority to provide hearing equipment to pupils with a hearing impairment.</p>	As required	<p>Class Teacher</p> <p>SENCO</p>	All pupils can access curriculum materials equally.
Ensure that all pupils individual needs are met through an individual education health and care plan.	<p>Create Individual Education Plans for all pupils with a disability.</p> <p>Ensure that targets are appropriately matched to pupils with a disability.</p>	<p>As required</p> <p>To be reviewed in October, March and July.</p>	<p>Class Teacher</p> <p>SENCO</p>	All pupils targets reflect their individual needs.
Ensure all parents and carers can access information about their child's progress and curriculum.	Support access to translators and sign language interpreters as required.	As required	<p>Class Teacher</p> <p>SENCO</p>	All parents and carers can access curriculum information.