



# Accessibility Policy

**Policy Written By:** Kate Kirby

**Policy Reviewed:** September 2024

**Review Date:** September 2025

**Policy to be taken to Governors:** Yes

**Policy Category:** School



## Accessibility Policy

### Introduction

At Finlay Community School we strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of the school community, **everyone** is equally valued and treat one another with respect.

This Policy is in line with our Safeguarding Policy.

Our definition of disability is:

**“A person suffers a disability 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 carry out normal day-to-day activities.”**

- Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils’ or staff’s everyday lives.

A new Equality Act came into force on 1 October 2010. The Act requires schools to demonstrate that they are taking action on equality in policymaking, the delivery of services and public sector employment. The Act establishes the following nine protected characteristics:

- Age (The protected characteristic applies to schools as employers, but not with regard to the treatment of pupils and prospective pupils)
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

From our school’s perspective, the Act covers all aspects of school life which are to do with how we treat our pupils and prospective pupils, and their parent and carers; how we treat our employees; and how we treat members of the local community.

We recognise:

- Our duty under the Equality Act 2010:

“from September 2002, it will be unlawful for schools and LAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services.”

- Schools and LA’s must:



- not treat disabled pupils less favourably; and
  - take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty)
- That Local Authority and school governors have the duty to publish Accessibility Strategies and Plans.

These responsibilities will be taken into account when decisions are made concerning preparation for entry to the school, the curriculum, teaching and learning, classroom organisation, timetabling, grouping of pupils, homework, access to school facilities, activities to supplement the curriculum, school sports, school policies, breaks and lunchtimes, the serving of school meals, interaction with peers, assessment arrangements, school discipline and sanctions, school clubs and activities, school trips; arrangements for working with other agencies and the preparation of pupils for the next phase of education.

### **Scope of the Plan**

This plan covers the three main strands of the planning duty:

1. Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.

The Special Needs Co-ordinator ensures that any physical aids are identified to ensure access to the curriculum for any child with a disability. Physical aids to access education include: ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, writing slopes and portable aids for children with motor co-ordination and poor hand/eye skills, such as specialist pencils.

Health and Safety governor and the school Health and Safety Officer conduct termly health and safety audits of the premises. The resulting report includes any aspects relating to equality of accessibility.

2. Increase the extent to which disabled pupils can participate in the curriculum of the school.

The ethos of Finlay Community School is such that every effort is made to ensure that **all** pupils can participate in the school's curriculum. All pupils have equal access to the clubs on offer e.g. dance, gardening, art. Special arrangements are made to enable all children to participate in school trips and residential visits. Teachers Assistants are targeted to improve access to the curriculum for all pupils, with specific support allocated to those pupils with specific needs.

3. Improving the delivery of information to pupils and parents/carers with disabilities. Teaching staff, including Teacher Assistants, endeavour to utilise a range of teaching styles to enable all children to access the curriculum more effectively.

Information for pupils can be provided in specific formats in response to individual needs, such as Braille or enlarged print. Specific equipment is utilised to support these needs.

Information for parents/carers such as newsletters, handouts, pupil's reports and the School Prospectus can be provided in large print format on request. With advanced notice Braille versions of written information and signing of oral presentations can be provided, with support from the LA.



## **Aims**

Finlay Community School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies include:

- Having high expectations of all pupils.
- Finding ways in which all pupils can take part in the curriculum including P.E, music and drama.
- Planning out-of-school activities including school trips and excursions so that pupils with disabilities can participate.
- Devising teaching strategies which will remove all barriers to learning and participation for pupils with disabilities.
- Applying admissions policy and criteria which does not discriminate against pupils with disabilities.
- Planning the physical environment of the school to cater for the needs of pupils with disabilities.
- Raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training.
- By providing written information for pupils with disabilities in a form which is user friendly.
- devising teaching strategies which remove barriers to learning and increase participation for pupils with disabilities.
- by examining our reading resources to ensure that there are examples of positive images of disabled people.

## **Other related school policies**

Equality for disabled pupils is supported by the school's other policies including:

- Teaching and Learning
- Equal Opportunities
- Behaviour
- Admissions
- SEN
- Exclusions
- Guidance for trips and excursions
- School Development Plan
- School Asset Management Plan
- Safeguarding Policy

## **Actions to ensure equality for pupils with disabilities:**

1. Our provision is reviewed within the School Development plan on an annual basis and all improvements are driven via the SDP
2. Make the policy and targets known to all staff and parents/carers, and make available via the school website
3. Awareness that future pupils with disabilities may require specific accessibility strategies to meet their specific needs.

## **Monitoring**

We recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged.



We will monitor:

- Admissions
- Attainment
- Attendance
- Exclusions
- SEND Register
- Selection and recruitment of staff.



## Finlay Community School Accesibilitiy Action Plan September 2024– September 2025

Priority: DISABILITY AND ACCESS

Leader: SENDCo and Headteacher, FSM and Deputy Heads, Business Manager and TAs responsible for disabled children

Linked Governor(s): Neil Eley

Target: *(What will be different in the school if the target is achieved?)*

To increase the extent to which pupils and people with disability can participate in school life

Success Criteria: *(How will success be measured?)*

Disabled children and adults will find the school more easily accessible and can be included in every aspect of the life of the school.

Evaluation due: September 2025

Evaluation led by: SENDCo and Headteacher

Reporting to:

HW (HeadTeacher)

Objective	Lead	Expected Impact <i>(What difference will the actions make?)</i>	Monitoring: Who? When? How? Reporting to?	Timeframe	Success Criteria of Action.
<p>INFORMATION</p> <p>To ensure everyone is aware of the Equality Act 2010 – review action plan</p>	<p>SENDCo</p> <p>SMT with Governing Body</p>	<p>All staff and stake holders to be aware of action plan and involved in meeting targets</p> <p>Governors have a working knowledge of the Equality Act 2010.</p>	<p>Headteacher</p> <p>SMT</p> <p>Governor</p>	<p>Ongoing two year plan</p>	<p>Policy reviewed</p>
<p>To audit all out-of-school activities so that they are planned to ensure the full participation of the whole range of pupils</p>	<p>SENDCo</p>	<p>All children are included in all out of school activities</p>	<p>SENDCo</p>	<p>Annual Audit of clubs and after-school activities</p>	<p>All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative</p>

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					requirements Increase in access to all school activities for all disabled pupils.
To ensure that parents who are unable to attend school information and parents' evenings, can access information to help them support their child.	SENDCo SMT Phase Leaders	Parents are able to fully access information about their child's progress and welfare.	SENDCo	Annual Parent SEND Survey	Parents feel informed about their child's progress and welfare.
To ensure that all staff have a clear understanding of the SEND Code of Practice 2014	SENDCo SMT Phase Leaders	Staff have a clear understanding of the SEND Code of Practice and are able to refer to it when needed.	: Pupil books Observations Learning walks Pupil Progress meetings Annual Staff SEND Survey	Ongoing	Staff have a clear understanding of the SEND Code of Practice and are able to refer to it when needed.



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<p><b>INFORMATION</b></p> <p>To learn and keep up to date with new initiatives and statutory requirements to aid effective support for vulnerable children with specific regard to the Equality Act 2010</p>	<p>Headteacher SMT SENDCO Governor</p>	<p>Attend meetings for update on service. Provide reports for professionals when necessary. Continue to promote positive partnership work, including parent voice.</p>	<p>Headteacher SMT SENDCO Governor</p>	<p>Ongoing year plan</p>	<p>Familiarity with new protocols to ensure support for vulnerable children is sustained.</p>
<p>PEEPS – a Personal Emergency Evacuation plan Continue to have an Evacuation and Escape Plan for all children with a recognised disability, including physical and others such as autism.</p>	<p>SENDCO SBM H &amp; S Governor</p>	<p>All children and staff will have an awareness of how to exit the building safely</p>	<p>H &amp; S governor SENDCO</p>	<p>Ongoing – as and when needed</p>	<p>PEEP written and in place- children feel secure.</p>
<p><b>ACCESS TO THE CURRICULUM</b></p> <p>To continue to ensure staff are appropriately trained to meet the needs of all pupils.</p>	<p>SENDCo Headteacher Family Services Manager</p>	<p>SENCO identifies training for staff expertise, utilising advisors and support services. Trained staff share information with rest of team</p>	<p>Headteacher SMT SENDCO Governor</p>	<p>Ongoing staff developmen t</p>	<p>Review termly to ensure needs are met.</p>

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Identify Key staff for children with significant disabilities, with responsibility for: attending training; Liaising with family; Liaising with outside agencies; Communicating key information to relevant staff.	SENDCO Family Services Manager Headteacher SMT	School fully informed of key information relating to children's needs.  High quality provision to meet individual child's needs in school/centre	SENDCO Family Services Manager	Ongoing – as and when needed	All staff will be aware of and able to cater for disabled children's needs.
ATTITUDES To promote positive attitudes to disability including celebrating diversity	SENDCO Family Services Manager Headteacher SMT	Celebration of diversity and difference through PHSE – Assemblies through British Values Implementation of anti-bullying policy Representations of people with disabilities are included in signs and displays to promote equality and diversity	Headteacher SMT SENDCO Governor	Ongoing	Promote and cultivate a wholly inclusive school ethos
STAFF Promoting equality of opportunity for staff, including recruitment process	Headteacher SMT Governors	Encourage disclosure of disability Performance management process	Headteacher SMT Governors	Ongoing Staff development	Promotion of equal opportunity for all staff

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		Ensuring disability will not disbar the right candidate from getting a job Ensuring anti-discrimination is part of our ethos			
Ensure premises/site is fully accessible and necessary equipment is in place for all children, including new children with disabilities from preschools and new admissions.	SENDCo Family Services Manager Headteacher SMT	Children with disabilities can access all areas of curriculum and have a relevant health care plan.	Headteacher SMT Governor	Annual check of stair lifts.  Regular checks of whole site.	The school site will be inclusive for all.

Policy Agreed by Governors.

Reviewed: September 2024

Next Review: September 2025

*This policy is a working document for the use of all staff and is subject to staff and governor approval.*