



Netherton C of E Primary School Accessibility Policy



Where dreams are made and futures created

"Therefore welcome one another as Christ has welcomed you, for the glory of God" (Romans 15:7)

Vision and values

At Netherton C of E Primary School we value each child equally and as an individual and strive to provide the best education possible, within a stimulating, happy and caring environment, inspired by our Christian vision and practice. We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future. Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life. This is underpinned by our school Christian values of respect, acceptance, positivity, perseverance, caring, fairness and forgiveness. This provides a framework for the creation of a happy, secure and orderly environment in which all of God's children can thrive, learn and develop into caring and responsible adults.

Under the Equality Act 2010, the school complies with the general equality duty and the new specific duties. The equality duty now includes all those with protected characteristics, which makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

We actively encourage equity and equality at Netherton. No gender, race, creed, sexuality or ethnicity will be discriminated against and the use of stereotypes will always be challenged.

At Netherton C of E Primary:

We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Disabled children and young people. Definition (Equality Act 2010)

"Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

The definition of disability under the law is a wide one. A disabled person is someone who has a:

- Physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.

If a person has been disabled in the past (for example, cancer recoverees and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

School Provision

Physical environment

- The school has an accessible toilet facility that is large enough to accommodate a toilet and washbasin
- As the school has a multiple level site, lifts have been fitted to enable access to all school areas
- A ramp was created to ensure easy access to the main entrance and reception area
- The majority of teaching areas can be accessed without the need to use stairs
- Individual care plans and risk assessments have been produced and updated
- Fire evacuations stipulate safe areas for pupils who might have mobility issues

Access to the curriculum

- We are committed to meeting the needs of all children. All reasonable steps are taken to ensure that disabled children are not placed at a substantial disadvantage compared with non-disabled children.
- The school is committed to endeavouring to provide an environment that allows disabled children full access to all areas of learning.
- In some circumstances, teachers will modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment
- Depending on the impairments of the pupils, specific staff training will be sought to improve access to the curriculum.
- Purchasing specialist equipment will increase access to the curriculum for disabled pupils. This is assessed regularly to ensure pupil's needs are being met.
- Access to school trips can be problematic for some disabled pupils. An assessment will be made of the trip and if unsuitable then a more accessible venue and transport providers will be sort.

The role of Governors

- The governing body is responsible for the school's duty not to discriminate.
- A named governor and a designated member of staff jointly discharge the responsibility of ensuring that we meet our obligation not to discriminate.

The role of the Headteacher

- The Headteacher will ensure that all members of staff are aware of their responsibilities.

The role of the class teacher and support staff

- All members of staff understand the importance of not discriminating against pupils, parents or staff with disabilities.
- When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups or genders.
- Class teachers implement this policy when designing schemes of work, both in the choice of topics to study, and in how sensitive issues are approached.
- All our teachers and support staff challenge any incidents of prejudice.

Accessibility Planning

We plan, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Agreed by Governors on: 8th December 2021

Review Date: December 2023



Netherton C of E Primary School

Accessibility Action Plan

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The Physical Environment

Action	Timescale	Who	Evaluate	Success Criteria	Monitoring
<p>To be aware of the access needs of disabled children, staff, governors and parents/ carers:</p> <ul style="list-style-type: none"> Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from') To Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process Ensure staff and governors can access areas of school used meetings Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in meetings etc. 	<p>Annually - September and as children join the school</p>	<p>SENDCo SLT</p>	<p>Governors</p>	<ul style="list-style-type: none"> Individual plans in place for identified individuals and staff aware of access needs. All staff and governors are confident that their needs are met. Regular monitoring ensures any new needs arising are met. Parents have full access to all areas of school PEEPs are prepared and reviewed as individual needs change 	<p>Report to SLT, link Governor and Governing body. Headteacher Report to governors</p>
<p>Maintain safety for visually impaired people:</p> <ul style="list-style-type: none"> Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges Check exterior lighting is working on a regular basis 	<p>Annually - September and as children join the school</p>	<p>H&S Team SENDCo</p>	<p>SLT</p>	<ul style="list-style-type: none"> Visually impaired people feel safe in school grounds. Safety for the visually impaired is improved within the school environment 	<p>Report to SLT, link Governor and Governing body. Headteacher Report to governors</p>

<ul style="list-style-type: none"> Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate Yellow edges and flashing beacons to be monitored as needed throughout the school year. Review and improve signage and external access for visually impaired people 					
Fire Safety: <ul style="list-style-type: none"> Ensure there are enough fire exits around school that are suitable for people with a disability Ensure staff are aware of need to keep fire exits clear Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired 	Routine daily checks of premises September PEEPs and as need arises	H&S Team SENDCo	SLT	<ul style="list-style-type: none"> All disabled personnel and pupils have safe exits from school. Staff working with disabled individuals are confident in actions to take in the event of a fire 	Health and Safety report to SLT, link Governor and Governing body. Headteacher Report to governors
Accessible car parking: <ul style="list-style-type: none"> Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school The gate into the playground can be opened to allow people with mobility issues/ wheel chairs to access the main school building 	As need arises	H&S Team Admin	SLT	There is a place for disabled members of staff and visitors to park throughout the school day	Health and Safety report to SLT, link Governor and Governing body. Headteacher Report to governors

Access to the Curriculum

Action	Start	Who	Evaluate	Success Criteria	Monitoring
School visits and trips: <ul style="list-style-type: none"> Ensure venues and means of transport are vetted for suitability Develop guidance on making trips accessible 	As trips are planned & arranged	Trip Leader	SLT	All pupils are able to access all school trips and take part in a range of activities	Report to SLT, link Governor and Governing body. Headteacher Report to governors
Review PE curriculum to: <ul style="list-style-type: none"> Ensure PE is accessible to all pupils Include disability sports Raise the profile of sports for pupils with disabilities 	January 2022	P.E Leader	SLT	All pupils have access to PE and are able to excel, for example via support from an adult. An improved PE curriculum for pupils with disabilities	Report to SLT, link Governor and Governing body. Headteacher Report to governors Sport Premium Report

Wider Curriculum: <ul style="list-style-type: none"> • Ensure disabled children can take part equally in lunchtime and after school activities • Discuss with staff who run out of school clubs, and people running other clubs after school. • Extra adult support provided when needed • Ensure there is a way of getting children with mobility issues/ wheelchairs to the hall or field where sports clubs usually take place 	Each half term when after school clubs are planned	After school club Leaders	SLT	Disabled children feel able to participate equally in out of school activities.	Report to SLT, link Governor and Governing body. Headteacher Report to governors
Training: <ul style="list-style-type: none"> • Ensure teachers and support staff have training on specific disability issues • Identify training needs for individuals at SEND progress meetings • Organise training for all teaching staff linked to more general disabilities seen in school 	Annually and as need arises	SENDCo	SLT	Raised confidence of support staff	Report to SLT, link Governor and Governing body. Headteacher Report to governors

Access to Information

Action	Timescale	Who	Evaluate	Success Criteria	Monitoring
UKGDPR: Review information to parents / carers to ensure it is accessible and in line with UKGDPR	January 2022	Business Manager	SLT	Parents consulted regarding access needs when the child is admitted to school. Newsletters/ school information available in alternative formats according to need	Parent questionnaire Headteacher Report to governors
Website: Review school website to ensure accessibility of information for all.	February 2022	Computing Lead	SLT	Documentation adult friendly ensuring it explicitly welcomes child with SEND	Parent questionnaire Headteacher Report to governors School website
Visual Impairment: <ul style="list-style-type: none"> • Raise awareness of font size and page layouts that will support pupils with visual impairments. • Audit the school library to ensure the availability of large font and easy read texts to improve access. 	January 2022	SENDCo Library Leader	SLT	Greater awareness of staff regarding support available for children with visual impairment. Greater pupil access to a range of library books.	Report to SLT, link Governor and Governing body. Headteacher Report to governors