

Wembdon St. George's Church School

Accessibility Policy and Plan



This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School.

Approved on behalf of the Governing Body:

(Chair of Governors)

Approved on behalf of the School:

(Head Teacher)

Date: December 2019

Review Date: December 2020

Legal Requirement

On 1st October 2010, the Equality Act 2010 replaced all existing equality legislation and so provides a single, consolidated source of discrimination law. This policy and plan have been written in accordance with the:

- Equality Act 2010
- Equality Act and Schools, (DfE Guidance, May 2010)
- Special Educational Needs and Disability Code of Practice 2014
- Sensory, Physical and Medical Service: Environmental Access Information Guidance (Somerset County Council)

Document Purpose

- To ensure our school setting does not unlawfully discriminate against any person because of their sex, race, disability, religion or belief, sexual orientation or gender reassignment.
- To be a framework working alongside the SEND policy in which the Governing Body, parents, children, teaching staff and non-teaching staff have agreed and adhere to.
- To reduce and eliminate any barriers which could prevent pupils with any disability, accessing both the curriculum and full participation in the school community.

Definition of Disability

According to the Equality Act 2010:

When a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.

Where something a school does places a disabled pupil at a disadvantage compared to other pupils, then the school must take reasonable steps to try and avoid that disadvantage.

- Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.
- Long term is defined as lasting or likely to last, for at least 12 months.

Internal and External Monitoring Procedures will be monitored through:

- the day to day curriculum provision
- listening to the voices of our children with disabilities, their families and staff working within school
- adopting guidance from the local authority
- acting on the advice of specialist external agencies who support our pupils in school
- reviewing this policy and plan annually and making necessary improvements
- offering training to staff and Governors wherever necessary
- Ofsted as part of their inspection cycle

Training

- We as a school, acknowledge that there is a need for ongoing awareness raising and training for staff and governors to inform understanding and attitudes, in areas relating to disability and discrimination.

Section 1: School Vision and Values

- We are committed to providing an accessible environment which values diversity and includes all pupils staff, parents and visitors regardless of their education, sensory, social, spiritual, emotional and cultural needs.

- Our school recognises we have a duty to have 'due regard' when making decisions, developing policies or taking actions, and so will assess whether reasonable adjustments can be made to avoid any disadvantage to children or employees.
- We value parents' knowledge of their child and disability, the impact to carry out day to day activities and respect the parents' and child's right to confidentiality.
- We will provide all pupils, a broad, balanced and inclusive curriculum, differentiated and adjusted to meet the needs of individual pupils' and their preferred learning styles. This extends to the wider community such as after school clubs, cultural visits and school trips.
- We will continue to seek advice from local authority services and external specialists who can support the school to ensure equality of access, potential ability and individual developmental achievement.
- We will take into account any physical disabilities of the needs of pupils, staff and visitors when planning and undertaking any improvements of the site and facilities.
- We will challenge negative attitudes about disability and accessibility and aim to develop a culture of awareness, tolerance and inclusion.
- We aim to make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities for example using different formats and methods of giving information (paper copy, emails, website).
- We invite parents/carers into school classrooms/assemblies to share further knowledge to staff and children to develop awareness and understanding of difference.

Complaints Procedure

Please contact the school office or see the school's complaints procedure if you have any concerns or complaints.

Section 2: Aims and objectives

Our aims are to: **Increase access to the curriculum for pupils with a disability**

Improve and maintain access to the physical environment

Improve the delivery of written information to pupils

Aim	Current good practice <i>Include established practice and practice under development</i>	Actions to be taken	Person resp	Date to complete actions by	Success criteria
To increase access to the curriculum for pupils with a disability	All staff are trained in providing Quality First Teaching and so meeting the needs of all pupils in their class. Out of school activities are planned to ensure, where reasonable, the participation of all pupils. Classrooms are organized to promote the participation and independence of all pupils.	All staff to ensure they are aware of the needs of all children in their class and adapt their teaching and resources accordingly.	JM	Dec'20	Increased access to the curriculum and all school activities for all pupils.
To improve and maintain access to the physical environment	School is a disabled/wheelchair friendly environment and playground, with ramps/drop-kerb and a lift in place. Hoists are in place and rechecked annually, when in use. Disabled toilet/shower facilities are available. Signage and lighting is available at all exits. Three disabled parking bays are clearly marked for parent/visitor's use.	To complete review audit of site, building, general spaces and learning environments.	JM, TT DN	Dec '20	A continued accessible environment for pupils who need sensory, physical and/or medical support.
To improve the delivery of written information to pupil	Dyslexia Friendly Status achieved, strategies in place. Communicate in Print/Somerset Total Communication used throughout school. Resources are clearly labelled and accessible. Pupils are offered an alternative to copying from the board. Dyslexia friendly font and colours are used for any communication. Coloured overlays are available if necessary. The use of ICT is differentiated and incorporated within daily learning.	Reapply for DFS Complete audit and arrange training for staff who need CIP/STC training Learning Walk – monitoring CIP in use, resources in learning environment, checking written feedback in books. To make written information eg newsletters, reports, brochures available in different formats/languages when requested for individual purposes.	JM JM JM/DN Office	Dec'20 Dec '20 Dec '20 Dec' 20	The delivery of information for pupils and parents/carers will be improved. School is more effective in meeting the needs of all pupils.