



Accessibility Policy

Reviewed January 2022

Date for Next review January 2025

1. Aims of the Plan

- To create opportunities for every child to develop and learn
- To release potential in people to make the most of themselves
- To achieve excellence in standards of education & skill for all children
- To ensure the building and premises are accessible to all users, including pupils, parents/carers and visitors.
- To link with the Single Equality Policy in order to have due regard to the duties from the Equality Act as follows;
 - Eliminate unlawful discrimination, harassment and victimization;
 - Advance equality of opportunity between different groups; and
 - Foster good relations between different groups.

2. Introduction

This document 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

3. Definition of Disability

Disability is defined by the Equality Act 2010 as:

"A person has a disability if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on his or her ability to do normal day to day activities".

4. Key Objective

To reduce and eliminate barriers of access to the curriculum, and to enable full participation in the school community for pupils, prospective pupils and our adult users with a disability.

5. Principles

The school recognises its duties under the Equality Act (as amended by the SENDA):

- Eliminate unlawful discrimination, harassment and victimization;
- Advance equality of opportunity between different groups; and
- Foster good relations between different groups.
- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services

- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.
3. In performing their duties, governors and staff will have regard to the Technical Guidance on the Public Sector Equality Duty written by the Equality & Human Rights Commission.
 4. In performing their duties, governors and staff will have regard to the Special Educational Needs and Disability Code 2014.
 5. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to do normal activities, and respects the parents' and child's right to confidentiality.
 6. Schedule 10 (Accessibility for Disabled Pupils) of the Equality Act also requires schools to;
 - Increase the extent to which disabled pupils can participate in school curriculum
 - Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services, provided or offered by the school,
 - Improving the delivery to disabled pupils of information which is readily accessible to pupils which are not disabled.
 7. 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 framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils.

6. **About our School**

Christ Church C of E Primary School's building was opened in 1964. The nursery building was opened in 2015.

- The new nursey building is fully accessible.
- The majority of the main school building is on the ground floor with accessible entrance ways at various points around the building.
- Year groups situated on the first floor will be relocated to the ground floor as necessary to enable access.
- Although the computer suite is situated on the first floor, computers and other resources (such as IPads) can be made available to pupils anywhere within the school building.
- There is a disabled toilet in the main school building.
- All refurbishment that takes place in school takes into consideration accessibility and equality.
- All written communication is available in large text upon request

7. Activity

The School has identified a range of points for development in line with the duties from the Equality Act as follows;

- To continue to work in partnership with outside agencies so that the needs of specific pupils are met.
- Ensure appropriate staff training to meet any individual needs that arise.