



Goodrich Church of England Primary School

Accessibility Policy

Headteacher: Mrs. Karen Miles

Chair of Governors: Mrs. Rosemary Webb

Last reviewed: March 2022

Policy review date: March 2025

Introduction

Goodrich CE Primary School works hard to ensure that, whatever the abilities and needs of members of the school community, everyone is equally valued. We provide every pupil with the opportunity to experience and understand diversity.

The school welcomes children with disabilities and we value the knowledge and views of parents regarding their child's disability and how it affects their ability to carry normal activities.

Goodrich CE Primary School is committed to providing an environment that:

- reduces and eliminates barriers to accessing the curriculum
- enables full participation in the school community for pupils, and prospective pupils, with a disability.
- values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The purpose of this plan is to show how Goodrich CE Primary School intends to ensure that all aspects of school life are accessible by disabled pupils

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- he or she has a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on his or her ability to carry on normal day-to-day activities.

Principles

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the Disability Discrimination Act (DDA).

Goodrich CE Primary School has a duty to:

- promote equality of opportunity,
- eliminate unlawful discrimination,
- eliminate disability related harassment,
- promote positive attitudes towards disabled people,
- encourage disabled people to participate in school life.

Under this act the governing body has key duties towards disabled pupils, these are:

- not to discriminate against disabled pupils in their admissions and exclusions, nor in their provision of education and associated services
- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not put at a substantial disadvantage;
- to draw up plans to show how, over time, we will increase access to education for pupils who are disabled.

The school proposes to ensure access to education for disabled pupils in these three areas:

- Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Actions

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the above.

1. Educational and related activities

The school will continue to seek and follow the advice of bought in professional services, such as specialist teacher advisors and SEN advisors, and of appropriate health professionals from the local NHS Trusts.

2. Physical Environment

The school will take into account the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

3. Provision of information

The school will make itself aware of local services, including those provided through Herefordshire Council, for providing information in alternative formats when required or requested.

What defines ‘reasonable adjustments’?

When determining what adjustments are reasonable, the school will have regard to:

- The financial resources available to the school
- The costs of any particular alteration to the premises, staffing arrangements, or special equipment required
- The practicality of making reasonable adjustments
- The extent to which aids and services will be provided via an Education Health Care Plan (SEN Code of Practice 2014), or by provision paid for outside the school’s resources.
- Health and Safety requirements
- The interests of other pupils
- The need to maintain academic, musical, sporting or other standards

This policy is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at Goodrich CE Primary School. It has been devised in accordance with the SEN and Disability Act 2001 (SENDA) and relates to the following legislation:

- SEN and Disability Act 2001 (SENDA)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

Linked Policies

This policy should be used in conjunction and reviewed with the following related school policies:

- Safeguarding Policy
- Health and Safety Policy
- Medical conditions in School Policy
- Special Educational Needs Policy
- Equal Opportunities Policy
- Behaviour Policy
- Anti-bullying policy

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the office.

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The plan is valid for three years 2022-2025. It is reviewed annually.