



# Accessibility Plan

Approved by Governors: June 2018

To be reviewed by June 2021

## **Introduction**

Our Accessibility Plan is based on the belief in equality and inclusiveness for all and confirms that everyone should have equal access to facilities and services regardless of disability, age, gender or race. As a school we are committed to providing a fully accessible environment which values and includes all pupils, staff and visitors regardless of their educational, physical, sensory, social, 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.

William Reynolds Primary School and Nursery recognises that many of our pupils, visitors and staff, whether disabled or otherwise have individual needs when using school facilities. We understand that for all pupils, the nature of their disabilities many mean that they experience specific difficulties related to accessing educational, and the physical environment. As part of our ongoing commitment to the delivery of an inclusive educational service, we work hard to ensure that all of our pupils receive a high standard of education and are supported in reaching their full potential. Good communication and co-operation between the school, home and other professionals are essential. The key aims of the plan are to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to increase disabled pupil's physical access to education and extracurricular activities.
- Improve the delivery of information to disabled pupils, using formats which give better access to information.
- Provide continuous education as normally as the condition allows.
- Reduce the risk of lowering self-confidence and educational achievement.
- Promote equal access to education for all pupils.
- Establish effective liaison.
- Ensure that prompt action takes place wherever possible.

## **Statutory Responsibilities**

The Equality Act 2010 and the Equality Duty 2011 places responsibilities upon schools to remove discrimination against pupils with a disability. It requires schools to make 'reasonable adjustments' to their policies, procedures and practices to accommodate pupils with a disability more fully in school life. There is a duty on schools to state what action they have taken to improve access and to have an Accessibility Plan.

The reasonable adjustments duty is triggered only where there is a need to avoid 'substantial disadvantage'. Substantial is defined as being anything more than minor or trivial. Whether or not a disabled pupils is at a substantial disadvantage or not will depend on the individual situation.

These duties apply to disabled pupils, as defined in the Equality Act 2010. The Act says that a pupil has a disability if they have a physical or mental impairment which has a long term and substantial effect on their ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing.

The definition can included a wide range of impairments, include hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD), or people diagnosed with cancer, HIV infection or multiple sclerosis. An impairment does not of itself mean that a pupil is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that should be considered.

The test of whether an impairment affects normal day-to-day activity is for more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

A child's ability to memorise, concentrate, learn, speak, move, make and maintain positive relationships, is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may amount to a disability.

Some disabled pupils also have special educational needs (SEN) and may be receiving support via school based SEN provision or have an Educational Health and Care Needs Plan (EHCP). Just because a disabled pupil has SEN or an EHCP does not take away the duty to make reasonable adjustments for them. In practice of course, many disabled pupils who also have an EHCP will receive all the support they need through the SEN framework and there will be nothing extra the school has to do. However, some disabled pupils will not have SEN, and some disabled pupils with SEN will need reasonable adjustments to be made for them in addition to any support they receive through the SEN framework.

### **Role of the Governing Body**

This Accessibility Plan sets out the proposal of the Governing Body of William Reynolds Primary School & Nursery to increase the access to education for disabled pupils in the three areas required under the Equality Act 2010. The three key duties are to:

- Increase the extent to which disabled children and young people can engage in the school **curriculum**.
- Improve the physical environment of the school to increase disabled pupils' **physical access** to education and extracurricular activities
- Improve the delivery of **information** to disabled children and young people, using formats which give better access to information.

The responsibility for the Accessibility Plan lies with the Governing Body and the Headteacher.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how William Reynolds Primary School & Nursery will address the priorities identified in the plan.

### **Health and Safety**

The Equality Act 2010 does not override health and safety legislation. If making a particular adjustment would increase the risks to the health and safety of any person (including the disabled pupil in question) then this is a relevant factor in deciding whether it is reasonable to make that adjustment. However, as with the approach to any question of health and safety and risk assessment, schools are not required to eliminate all risk. Suitable and sufficient risk assessments should be used to help determine where risks are likely to arise and what action can be taken to minimise those risks. Risk assessments should be specific to the individual pupils and the activities in

question. Proportionate risk management relevant to the disability should be an ongoing process throughout the disabled pupil's time at school.

There might be instances when, although an adjustment could be made, it would not be reasonable to do so because it would endanger the health and safety of either the disabled pupil or of other people. There might be instances where schools could make anticipatory reasonable adjustments in line with health and safety legislation, ensuring compliance with, and not infringing that legislation.

### **Charging arrangements for making reasonable adjustments**

It is unlawful for a setting or a school to charge a pupil for making reasonable adjustments in any circumstances, whatever the financial cost to the school and however the setting or school is funded.

### **School Context**

William Reynolds Primary School & Nursery currently has 430 pupils on roll. We currently support 109 pupils with Special Education Needs and Disabilities (SEND) with 12 children having the protection of an ECHP. We have a number of pupils with specific medical needs including diabetes and a life-threatening allergy, hearing and visual impairments, as well as a number of pupils with an autistic spectrum disorder.

### **Existing Good Practice**

#### *School Building*

The school building is easily accessible to pupils, parents/carers and visitors with a physical disability. We have ramps, widened doors and entrances. We also have a well-designed disabled toilet facility.

### **Resources**

- Equipment used is accessible to all pupils regardless of their needs.
- Blinds are fitted in all classrooms and aid those children with sensory issues.
- Some classrooms have been extended to easily accommodate wheelchairs.
- There is a wide range of gross and fine motor equipment. The curriculum is planned to be multi-sensory in order to support children with different learning styles.
- Adapted computer screens and scanners are in place to modify print for visually impaired pupils.

- Slope writing boards, different types of scissors, Ergo grip pens/pencils and range of different pencil grips are used to support pupils with fine motor issues.
- Visual prompts and resources including visual timetables.
- Privacy boards - for identified pupils where these are deemed to be helpful.
- Fiddle toys for those individual children identified as having ADHD and where these are seen to be helpful.
- A calm room - with soft furnishings and lightening where pupils can take time out.

### **Training**

- Staff are trained to support pupils with visual and hearing difficulties and they work alongside the Sensory Inclusion Service (SIS) to ensure individual children's needs are met.
- Staff across school have been trained to support children with dyslexia.
- Trained first aiders support pupils with medical needs including diabetics and use of epi-pens and children with epilepsy.
- Action fun club - a daily support programme which provides targeted activities for pupils to develop their fine and gross motor skills.
- Nurture group trained staff and Learning Mentor to support pupils with emotional, social and mental health needs.
- Risk assessments are completed for all children with Physical disability, Behaviour and Medical needs.
- Afterschool clubs are available for all children
- We have a buddy system to support pupils during transition from Key Stage 1 to 2 as well as supporting children who are new to our school.
- Identified pupils receive support from specialist services e.g. Diabetic nurse, Occupational Health, Educational Psychologist, Learning Support Advisory Teacher (LSAT), Emotional health 0 - 25, Helios and SIS.