

Effective: Spring 2019

Review: Spring 2022

Person responsible for policy	Full Governing Board
Approval Date	Spring 2019
Chair of Governors	Jenny Davies

Under the Equality Act 2010 and Special Educational Needs and Disabilities Code of Practice: 0 to 25 years schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act 1995.

#### The Equality Act quotes:

“(1) The responsible body of a school in England and Wales must prepare—

- (a) an accessibility plan;
- (b) further such plans at such times as may be prescribed.

(2) An accessibility plan is a plan for, over a prescribed period—

- (a) increasing the extent to which disabled pupils can participate in the school’s curriculum,
- (b) improving the physical environment of the school 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, and
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.”

(3) The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

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

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). The board of Governors of Wrenbury Primary School recognises the following duties that this places upon them;

- 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 at a substantial disadvantage.
- To plan to make reasonable adjustments to the school buildings, so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons. The planning duties of the Disability Discrimination Act makes three requirements of the Governing body:
- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve 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 for pupils who are not disabled in a format appropriate to their needs.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Wrenbury Primary School we are committed to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Governing body of Wrenbury Primary School will over a prescribed period implement, monitor, develop and review the extent to which disabled pupils can participate in the school's curriculum by

improving the physical environment of the school 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. The Governing body must keep its accessibility plan under review during the period to which it relates and, if necessary, revise it.

The governing body will also consider how they improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled within a reasonable time by taking account of the pupils' disabilities and any preferences expressed by them or their parents. The Governing body will also regard **the need to allocate adequate resources for implementing the plan.**

The Wrenbury Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

### **Related Policies**

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour and discipline Policy
- Teaching and Learning statement
- Managing Incidents in School Policy
- Equality and diversity Policy
- Health & Safety Policy
- School Development Plan
- Special Educational Needs Policy

### **Accessibility Plan**

The Accessibility Plan for physical accessibility relates to the Access Audit of the school which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

### **Equality Impact Assessments**

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010. The Accessibility Plan will be published on the school website. The Accessibility Plan will be monitored through the Governor Leadership and Management committee and the school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

We aim to ask about any disability or health condition in early communications with new parents and carers.

### **Physical Environment**

Disabled pupils participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; There are no parts of the school to which disabled pupils have limited or no access at the moment.

### **Curriculum**

There are currently no areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum do present particular challenges, and these are dealt with on an individual basis.

### **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

### **Access Audit**

The school is mainly a single storey building with an upstairs staffroom. It has corridors which are wide enough to accommodate a wheel chair and several access points from outside. The hall is accessible to all. On-site car parking for staff and visitor includes a dedicated disabled parking bay. The main entrance to the school is flat and has double doors fitted for easier access.

All visitors are met in the entrance and signing in is undertaken at a low work area, this being fully accessible to wheelchair users. There is a disabled toilet facility available in the entrance area fitted with a handrail. The school has internal emergency signage and escape routes are clearly marked.

### **Management, coordination and implementation**

We will consult with experts when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team work closely with the Local Authority.

### **Access to this plan**

This plan will be made available upon request to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it. This plan will be shared with Senior Management and will inform relevant aspects of the school's development plan. This plan will be made available to Ofsted inspectors upon request.