



Lady Katherine Leveson  
Church of England  
Primary School

# Accessibility Policy & Accessibility Plan

V1.1

December 2017 – Under Review

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## 2 POLICY DETAILS:

<b>Policy Name</b>	Accessibility Policy and Plan
<b>Role responsible for making changes</b>	?
<b>Committee responsible for approving changes</b>	Resources Committee?
<b>Is this policy statutory?</b>	Yes
<b>Review cycle</b>	Every three years
<b>Date policy first approved</b>	September 2014
<b>Date current version approved</b>	September 2014

## 3 REVIEW HISTORY:

<b>Version Number</b>	<b>Reason for review</b>	<b>Summary of changes made</b>	<b>Person responsible for changes</b>	<b>Date of committee approval</b>
V1.1	Put into new Policy format.	2014 version extracted into appropriate headings. Some additional information included where required by new template. Two Accessibility Policy/Plan documents merged into one.	Bethan Davies, School Governor	

## 4 PURPOSE & AIMS

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Under the Special Educational Needs and Disability Act 2001, schools and local education authorities are required to make the same sort of reasonable adjustments for disabled people as stipulated in the DDA (Disability Discrimination Act) 1995. The aim of including these in the Act was to ensure that disabled people were offered the same opportunities and choices as those in mainstream society. It was also designed to make sure that where possible, disabled people have the right to be able to work at their fullest capacity and have the chance to fulfil their potential.

In order for some disabled people to have access to an array of educational services, they may need special provisions made. The Special Educational Needs and Disability Act require that disabled people are not suffering significant disadvantages in balance with other non-disabled people.

The reasonable adjustments made vary from individual to individual – in some cases it may be extra equipment for a physically disabled person, or in the case of a learning disability, it may be a provision in the form of a member of specialist support staff, or changes to timetables, course requirements, or providing alternative teaching and learning materials.

The Act basically describes reasonable adjustments as alterations to normal practices and procedures, alterations to physical features and the provision of extra support.

This plan seeks to address the statutory requirements of the DDA, Equality act and Special Educational Needs and Disability Act by continuing to improve all aspects of the physical environment of the school site and other resources so that all disabled pupils can take full advantage of the education and associated opportunities provided by the school.

The Accessibility Policy and Accessibility Plan are set in the context of the school. Lady Katherine Leveson C of E Primary School is a small school within a rural conservation area catering for children from 2-11 years. The school comprises one long building on three different levels. Two lifts and also slopes are available so that all areas are accessible and year groups can change classrooms so as to accommodate pupils with a disability.

## 5 LEGISLATION AND GUIDANCE

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We are working within a national framework for educational inclusion provided by:

- SEN & Disability Act 2001
- The Disability Discrimination Act (DDA)– amended for schools in 2001
- SEND Code of Practice 2014
- Inclusive Schools (DfES) 2001
- Code of practice for Schools (Disability Rights Commission)
- Schedule 10 Equality Act 2010

## 6 ROLES AND RESPONSIBILITIES

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The general duty within the DDA requires schools to:

- promote equality of opportunity between disabled people and other people;

- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

This duty applies to:

- disabled pupils;
- disabled staff;
- disabled parents and carers and other users of the school.

The roles and responsibilities for enacting this duty are shown below.

### 6.1 GOVERNORS

- Overall responsibility for the school's accessibility plan lies with the governing body. The governing body is required to understand the duties in the DDA and ensure that the actions of the school comply with these requirements.

### 6.2 HEAD TEACHER

- The Head Teacher has responsibility for ensuring that staff understand their responsibilities under the DDA and to report to Governors about the school's compliance with the Act.

### 6.3 OTHER STAFF

- Improving access for disabled pupils requires everyone at the school to understand the duties in the DDA and apply this knowledge in their own area of responsibility. This includes the learning support assistants, class and subject teachers, dinner staff, the SENCo, the premises manager, curriculum co-ordinators and heads of department and administrative staff.

## 7 DEFINITIONS

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The DDA defines a disabled person as someone who has "a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities".

- A "physical impairment" includes sensory impairments.
- A "mental impairment" includes learning difficulties and an impairment resulting from a mental illness.
- "Substantial" means more than "minor or trivial".
- "Long-term" is defined as 12 months or more.

## 8 MONITORING ARRANGEMENTS

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This policy was created through consultation with teaching staff, the leadership team, governors (including the SEN Governor), the SENCo, parents, children and the Head Teacher.

The Governing body is responsible for monitoring the policy and its effectiveness. This is carried out through:

- regular building reviews
- ensuring that new facilities have appropriate adaptations, and
- responding to the changing needs of pupils, parents, teachers, visitors and prospective pupils.

## 9 LINKS WITH OTHER POLICIES

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This policy links to:

- Health and Safety Policy
- SEND Policy.

## 10 ORGANISATION AND PLANNING

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### 10.1 SCHOOL AIMS, VISION AND VALUES

#### 10.1.1 Our Mission Statement

Our Mission Statement is 'Love and Kindness: Learning for Life'. We provide a caring, safe, happy and stimulating environment, in which every child matters and is nurtured; unlocking their full potential, building their self-esteem and encouraging a love of life-long learning, all within a unique, Christian heritage and community.

#### 10.1.2 Our Aims

At the school we aim to:

- Provide a safe, caring and challenging learning environment that meets every child's individual needs.
- Give everyone the opportunity to have a fun learning journey and show respect for others.
- Encourage Pupils, Parents, Staff and Governors to work together and share our love and kindness with everyone.
- Encourage independence and personal responsibility in learning, ensuring that everyone is healthy and safe.
- Find, recognise and celebrate the gift in every child.
- Improve our surroundings and environment, moving towards sustainability and green habits.

#### 10.1.3 Our Values

Our values are:

- We believe in Christian values and encourage a respect for diversity.
- We value our environment, and want to contribute to it, rather than take from it.
- We value all the people who work together in our school community, including those from the Court and the Church.
- We believe that children have a right to feel safe, loved and cared for and that compassion and empathy should be evident in our school.
- We believe in the right of the individual to be treated as such; to feel accepted and understood and recognised.

## 10.2 SCHOOL ACCESSIBILITY PLAN

A copy of the School's Accessibility Plan is held at Appendix 1.

## 10.3 DEVELOPMENTS ALREADY UNDERTAKEN TO MEET THE SCHOOL'S RESPONSIBILITIES

The following developments were undertaken prior to the first iteration of this Plan, in 2014:

- Increased disabled car parking bays provided in the car park opposite to school
- Parents and pupils with a physical disability have been provided with the code to enter the nearest car park to school.
- New disabled toilet built to meet specific needs of individual pupils.
- Disabled adult toilet.
- Additional handrails at a lower level provided on all staircases including entrances to school.
- Slopes provided to Year 5/6.
- Fire exit slope to Year 5.
- Stop signs on all gates leading to roads and water.

DRAFT

# APPENDIX 1

Lady Katherine Leveson Church of England Primary School

## SCHOOL DISABILITY ACCESS PLAN

September 2014 – 2017

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.

Target	Tasks	Timescale	Responsibility	Monitoring	Success Criteria
ACCESS TO CURRICULUM Ensure access to computer technology appropriate for pupils with disabilities.	<ul style="list-style-type: none"> <li>• ICT plan includes prioritised purchasing list for computer technology as required for pupils with disabilities.</li> <li>• School staff to update on available technology on a termly basis.</li> <li>• Provide computer technology appropriate for pupils with disabilities.</li> </ul>	As required - unless needs of pupils in school require immediate action. Termly Staff Meetings to share information.	All key leaders SLT CT's ICT Co-ordinator	Governors SLT SENCo CT's	Up to date computer technology which facilitates optimum opportunities for all SEND children.
ACCESS TO CURRICULUM Reflect identified areas of need in lesson planning and delivery.	<ul style="list-style-type: none"> <li>• Incorporate high quality teaching into all planning.</li> <li>• Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the</li> </ul>	Ongoing.	All staff.	SLT Governors. SENCo CT's	Improved access to curriculum for all pupils

Target	Tasks	Timescale	Responsibility	Monitoring	Success Criteria
	school & anticipatory duties. <ul style="list-style-type: none"> <li>• Purchase of resources to increase student participation.</li> <li>• Plan and organise classrooms in accordance with pupil need.</li> <li>• Organise resources within classrooms to allow independent access.</li> </ul>				
<b>ACCESS TO CURRICULUM</b> <ul style="list-style-type: none"> <li>• Prioritise pupil participation in school activities.</li> <li>• Ensure that school trips &amp; residential visits are accessible for pupils with learning or physical disabilities.</li> <li>• Ensure that after-school clubs and care provision facilities are accessible for all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate accessibility into any proposed structural alternatives.</li> <li>• Provide quiet areas within the school.</li> <li>• Provide Educational Visits that all pupils can access.</li> <li>• Think beyond the ramp. Look at accessibility in all areas of school life.</li> </ul>	Ongoing.	Governors. SLT CT's SENCo Educational Visits Co-ordinator	S.L.T. Governors. SENCo CT's	Increased participation in school life for pupils with disabilities.
<b>SCHOOL POLICIES</b> Ensure all policies consider the	<ul style="list-style-type: none"> <li>• Consider all policies in view of priorities.</li> </ul>	Ongoing as policies are written and/or reviewed.	Governors SLT Subject leaders.	Governors SLT.	Access to all aspects of school life for all are

Target	Tasks	Timescale	Responsibility	Monitoring	Success Criteria
implications of Disability Access/Equality					incorporated into policies.
SCHOOL BUILDINGS Ensure that access to school buildings and site can meet diverse pupil needs.	<ul style="list-style-type: none"> <li>• Audit signs. Accessibility &amp; clarity of signs around school.</li> <li>• Audit access. Awareness of independent access.</li> <li>• Clear identification of room functions.</li> <li>• White lines on all steps/transition areas-yearly check.</li> </ul>	Ongoing.	S.L.T Governors. Site manager	Governors. SLT	Access to school buildings and site improved
FIRE ALARM PROCEDURE Fire process for pupils and adults with a disability.	<ul style="list-style-type: none"> <li>• Fire process in place for individual SEND pupils.</li> <li>• Fire process in place for adults with a disability.</li> </ul>	Ongoing	S.L.T Governors. SENCo Site Manager	Governors SLT	All adults and pupils have an understanding of the Fire process for all.