



# Blue Gate Fields Infant School

## Accessibility Policy

(Please also see Inclusion Policy Appendix 1)

Agreed by staff  
Agreed by governors

March 2019  
Review March 2021

We have a duty under the Road Traffic Act 1991, the Fire Safety Regulatory Reform Order 2005, the Human Rights Act 1998 and the Equality Act 2010 to provide adequate access for disabled people.

We believe we have worked hard at making the entrances and exits accessible for people with disabilities. We are always looking at ways of improvement and we acknowledge that under the above Acts we are required to make reasonable adjustments to the building to improve access for people with disabilities. The building has a lift to access the upper floor and toilets specifically for people with disabilities. We are active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life.

The Special Educational Needs Disability Act defines disability as people who have any of the following:

- physical disability
- sensory impairment such as visual and hearing
- mental health problems
- chronic illness such as asthma, epilepsy and diabetes
- medical conditions
- Asperger's Syndrome/Autism Spectrum Disorder
- special learning difficulties
- any other conditions which affects people's ability to study

### **Definition of Disability**

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

We aim to provide access to our buildings, facilities and curriculum for all those who wish to access them. We are committed to improving access within the limitation of the physical structure of the buildings and other resources.

Annually we will undertake an audit of all entrances and exits as we are committed to providing a safe and welcoming school entrance that is accessible to all pupils, school personnel and visitors to the school.

We believe this policy relates to the following legislation:

- Road Traffic Act 1991
- Education (School Premises) Regulations 1999
- Special Educational Needs and Disability Act 2001
- Regulatory Reform (Fire Safety) 2005

- Building Regulations 2010
- Equality Act 2010
- School Premises (England) Regulations 2012

The following documentation is also related to this policy:

- Accessible Schools: Planning to Increase Access to Schools for Disabled Pupils (DCSF)
- Planning and Access for Disabled People - A Good Practice Guide (Department for Communities and Local Government)
- Promoting Disability Equality in Schools (DCSF)

### **Aims**

- To identify barriers to access, to regularly review the school premises and to produce an accessibility plan.
- To make all reasonable adjustments to ensure that pupils, school personnel or visitors with disabilities are not disadvantaged in any way.
- To anticipate the needs of pupils, school personnel or visitors before they join the school.
- To work with other schools and the local authority to share good practice in order to improve this policy. We will ensure that risk assessments are regularly reviewed.

### **Responsibility:**

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

The Governing Body has:

- a duty to identify barriers to access, to regularly review the school premises and to produce an accessibility plan;
- delegated this responsibility to the Curriculum and Premises Committee and the Head teacher;
- delegated powers and responsibilities to the Head teacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;

#### **Role of the Head Teacher and SLT**

The Head teacher and the Senior Leadership Team will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;

- During a new pupil's admission meeting the Head teacher will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the development of this policy

**Role of the Curriculum and Premises committee**

The Curriculum and Premises committee will:

- undertake an annual audit of all access and exits of the school premises in order to identify any problems and to plan improvements;
- annual review and update if necessary the accessibility plan for the school;
- ensure fire risk assessments are in place
- seek specialist advice from outside agencies;
- ensure all personnel, pupils and parents are aware of and comply with this policy;
- annually report to the Governing Body on the success and development of this policy

**Role of School personnel**

School personnel will:

- comply with all aspects of this policy;
- be trained in:
  - health and safety risk management
  - and the reporting of identified hazards
- report and deal with all incidents of discrimination;
- report any concerns they have on any aspect of the school community

**The Annual Audit**

The annual audit considers:

The Physical Environment of the school	In place (Yes/No)	Replace/Upgrade (Yes/No)	Cost £	To be undertaken by
Automatic doorways			£	
Wide external / internal doorways			£	
Ramps / slopes			£	
Covered ramps			£	
Obstruction free entrances and exits			£	
Obstruction free corridors / pathways			£	
Classroom access			£	

Classroom egress / fire escapes			£	
Flat safe external and external pathways			£	
Slip and trip free surfaces			£	
Intercom door entry system			£	
Handrails and grab rails			£	
Disabled vehicle parking bays			£	
Clear signage			£	
External lighting			£	
Lifts			£	
Evac chair			£	
Access to and use of disabled toilets			£	
Washroom and shower facilities			£	

## Role of parents/carers

Parents/carers will:

- be aware of and comply with this policy;

To ensure there are reasonable adjustments made within the school to support accessibility we have reviewed the following:

## Curriculum

- Class teachers must ensure that planning makes clear that it is addressing the needs of children with additional and special needs. This includes considering the learning styles of all children, their particular interests and how support staff will be used. No child is excluded from any aspect of the curriculum due to their disabilities or impairments. PE lessons will be adapted, wherever possible, to allow children with disabilities to participate in lessons.
- Additional provision is made for children with disabilities e.g. access to specialist resources or equipment and a differentiated curriculum. TAs are deployed to implement specific literacy, numeracy and speech programmes.
- Individual Support Plans are written and reviewed termly in collaboration with parents and pupils.
- Visual timetables and Signalong is used to support children with specific needs.

- Trips and visits are planned to ensure that all children are able to participate and travel with their peers wherever possible. A risk assessment is carried out and reasonable adjustments made to ensure that children with disabilities are included such as additional adults, providing a social story beforehand or using a wrist strap.
- Pupil voice - PHSE -School Council - specifically taught and encouraged to express their preferences and needs using 'My Review booklet'
- Afterschool clubs that are inclusive
- Extra creative arts opportunities and life skills - Drake music/Dance

### **Premises**

- Seating has been provided along the entrance to the school.
- There is an adult and child accessible toilet on the junior side of the school with adjustable changing bench and washing facilities. There are provisions for nappy changing.
- Blinds have been installed to prevent glare.
- There is a lift providing wheelchair access to the first floor.
- Swipe card security has been fitted to the sensory room doors.
- Staff to ensure that there is easy access around classrooms and to all exits.
- The corridor lighting is designed to support those who are visually impaired.
- All EYFS classroom doors have had to have the door handles fitted near the top of the doors for the safety of the children. This is a high priority for the school to ensure all children are safe and secure at all times. Any visitors using wheelchairs will need to be accompanied by a member of the office staff to access these classrooms.

### **Communication**

- We are aware that not all parents are able to access written or verbal information. So school staff endeavour to translate or read information to parents where necessary.
- We consider the font size in our communication to parents. We publish documents in a large font if requested for visual impaired parents.

- Parents with hearing impairments may need additional support such as being invited to bring along a supportive adult to meetings or seeking support from the Sensory Needs Service.

**Raising awareness of this policy**

We will raise awareness of this policy via:

- the school website
  - the Staff Handbook
  - meetings with parents such as transition, parent-teacher consultations
  - communications with home such as regular newsletters
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- Staff will receive periodic training so that they are kept up to date with new information

This policy was approved by governors in March 2019 and signed by the Chair of governors.

..... Chair of governors.

..... Date

It will be reviewed in March 2021 or sooner in the case of new information, changes or legislation.