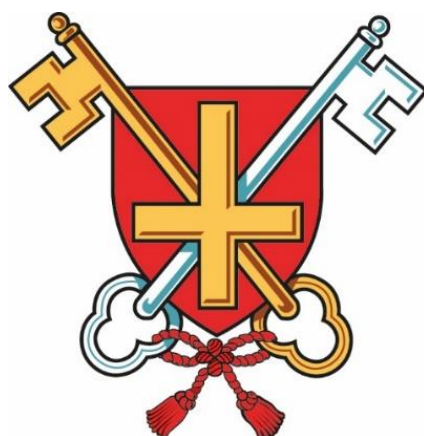


Bright Beginnings – Faith for the Future

*“Finally, all of you, be like-minded, be sympathetic, love one another, be compassionate and humble” 1
Peter 3:8*

St Peter's London Docks

Church of England Primary School



Accessibility Policy

Accessibility Policy

Introduction

Under the **Equality Act 2010** schools should have an Accessibility Plan.

The Equality Act 2010 replaced all existing equality legislation including the Disability Discrimination Act. 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 **SEND Code of Practice 0-25 years (2014)** also refers to the Equality Act 2010 which sets out the legal obligations that schools have towards disabled children and young people:

- *They must not directly or indirectly discriminate against, harass or victimise disabled children and young people*
- *They must not discriminate for a reason arising in consequence of a child or young person's disability*
- *They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage*

The SEND Code of Practice also highlights that "School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans." (xxi, 2014)

Statement of current practice

St Peters London Docks C of E Primary School recognises and accepts the need to make all reasonable provisions for the admission of any prospective pupils who are disabled.

At the present time, the school has pupils with Autism, Dyspraxia, Dyslexia, Attention Deficit Disorder, Global Developmental Delay, hypermobility as well as those who have impairments in hearing, speech, sight and physical movement.

Provision for these pupils is made in terms of teaching support, learning environment adaptation, allowance of extra time in examinations, and, where required, by the use of such aids as laptop computers.

Similarly, the school cooperates with parents in the administration of medication to those children with permanent medical conditions, such as asthma and allergies, whose education would be severely disrupted if it was not available at school. Moreover, the school is willing to administer medication, when appropriately trained (including auto-injectors) to pupils who may require it

from time to time e.g. after illness. The purpose of this policy is to ensure that pupils do not lose valuable educational time unnecessarily.

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular 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 not any parts of the school to which disabled pupils have limited or no access at the moment.

Premises

Most buildings within the school's premises are approximately 30 years old and have disabled access. This includes two disabled toilets - one of which is a wet room.

However, the school is actively investigating ways of improving the areas where this is not the case, ensuring that where feasible, all areas are accessible for disabled pupils.

Current areas needing consideration:

- Narrow doorways in KS2

Planning

As part of the school's commitment to disabled access, the school has the following aims:

- To annually carry out an audit, along with the premises team, of the accessibility of the school's physical environment in order to allow the free movement of disabled pupils around the school. The school accepts that it may be necessary to redesign entrance ways to improve access and it will do everything possible within its budgeted resources to provide such facilities.
- To regularly review the school's curriculum to ensure that disabled pupils are not disadvantaged in any way and that all subjects and activities are available to them.
- To regularly review the school's admissions policy so that reasonable adjustments may be made for disabled pupils seeking admission to the school, subject to the school's normal academic entry requirements being met.
- To recognise that making the school's premises, curriculum and admission procedures more accessible to disabled pupils is not enough in itself. The school recognises the importance of developing a culture in which both teaching and non-teaching staff conform to the spirit as well as the letter of the Act. The school will consider the provision of disability awareness training within our professional development plans.

Monitoring and Review

This policy is reviewed by the Headteacher and Senior Leadership Team every three years or in-line with any significant national or governmental developments.