



Denver VC Primary School

Accessibility Policy

Introduction

As a church school, our values are based on Christian principles, and we have an ethos of hard work and mutual respect. **Our shared Christian vision is:**

To seek to discover and celebrate whatever is good in each individual.

Discover – Value - Celebrate - Praise



Matthew 5:16

We aim to develop the whole school community, promoting the academic, social, emotional, physical, spiritual, and aesthetic aspects of the individual.

This is the starting point of all our policy writing so that we can encourage all members of our community to 'Let their light shine' surrounded by a safe, enabling and encouraging environment.

Formally adopted by the Governing Board of:-	Denver VC Primary School
On:-	6th March 2024
Chair of Governors:-	Carole Reich
Last updated:-	25th June 2020

Aims

Schools are required under the Equality Act 2010 to have an Accessibility Policy and Plan. The purpose of the policy and plan is to:

- Increase the extent to which disabled pupils can participate fully in the curriculum, reducing and eliminating barriers
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils
- To ensure that all school staff with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the school premises.
- To ensure compliance with all relevant legislation connected to this policy.

Denver VC Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We aim to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. We are further committed to promoting positive attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

As part of the school's continued communication with parents, carers and other stakeholders, we continually look at ways to improve accessibility.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- the responsibility to work with parents to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities;
- a duty respect the child's and parents right to confidentiality;
- the responsibility of providing all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles;
- the responsibility to endorse the key principles in the National Curriculum;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- work closely the Governing Body;
- in conjunction with the Governing Body devise a new plan every three years;
- oversee the implementation of the policy, Scheme and Plan;
- annually review and adjust the Accessibility Action Plan;
- organise ongoing awareness raising and training for school staff and governors in the matter of disability discrimination;
- ensure all school staff, pupils and parents are aware of and comply with this policy;
- report to the Governing Body on the procedures in place for school staff with disabilities;
- inform the Governing Body on the training programme for school staff;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by speaking with pupils, school staff, parents and governors; monitor the effectiveness of the Accessibility Plan for Pupils;
- annually report to the Governing Body on the success and development of this policy

Role of Staff

Staff will:

- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have;
- maintain high standards of ethics and behaviour within and outside school;
- work in partnership parents and carers

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- treat others, their work and equipment with respect;
- support the school's Code of Conduct;
- liaise with the school council;
- take part in questionnaires and surveys

Role of the School Council

The School Council will be involved in:

- reviewing the effectiveness of this policy with the Governing Body
- discussing improvements to this policy during the school year;
- organise surveys to gauge the thoughts of all pupils;

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school prospectus;
- the school website;
- Staff Code of Conduct;
- meetings with parents such as new intake and parent-teacher consultations;
- school events;
- staff meetings;
- newsletters;
- Headteacher reports to the Governing Body;

Training

All staff:

- have equal chances of training, career development and promotion;
- receive training on induction which specifically covers inclusion, Special Educational Needs & Disabilities and equal opportunities;
- receive periodic training so that they are kept up to date with new information;
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Governing Body.

Links with Other Policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety Policy
- SEND Policy
- Special Educational Needs (SEN) Information Report
- Supporting Pupils with Medical Conditions Policy
- Equalities