



The Edge Schools' Federation

Accessibility policy



Last reviewed on: March 2022

Next review due by: March 2024

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Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Statement of intent

The Edge Schools' Federation is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience or opportunities.

The schools 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 schools continually looks for ways to improve accessibility within the schools through data collection, parents/carers questionnaires and discussions.

We recognise that parents, carers and visitors to our schools may have disabilities and are committed to ensuring that they can access external and internal areas of our schools for meetings, productions, sports days and suchlike without being disadvantaged. We also recognise that any of our staff or children could incur a disability at any time which is why it is important to us that this policy will be implemented at all times and adhered to by all staff members, pupils, parents/carers and visitors.

The plan will be made available online on the federation website, and paper copies are available upon request.

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

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

Our federation complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

1. Legal framework

1.1 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

1.2 This policy will be used in conjunction with the following school policies and procedures:

- Equality of Opportunity
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Medical Needs Policy
- Anti-Bullying Policy
- Curriculum Policies
- Health and Safety Policy
- Federation Development Plan
- Valuing All God's Children

Definition

1.1. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

1.2. The effect of the Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of sex, race, disability, sexual orientation, religion or belief.

2. Roles and responsibilities

- 2.1. Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.
- 2.2. The Executive Headteacher, in conjunction with the Pupil Support and Safeguarding Committee will create an Accessibility Plan with the intention of improving the school's accessibility.
- 2.3. The Pupil Support and Safeguarding Committee will be responsible for monitoring the Accessibility Plan.
- 2.4. The full governing body will approve the Accessibility Plan before it is implemented.
- 2.5. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent/carer or colleague.
- 2.6. The Executive Headteacher will ensure that staff members are aware of individual pupils' disabilities or medical conditions where necessary.
- 2.7. During a new pupil's induction at a federation school, the senior leader for that school will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.
- 2.8. The Executive Headteacher/SENDCo is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities are experienced.
- 2.9. The Executive Headteacher, governing body and senior leadership team (SLT) will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.
- 2.10. The special educational needs and disabilities coordinator (SENDCo) will work closely with the Executive Headteacher and governing body to ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.
- 2.11. All staff members and governors will partake in whole school training on equality issues with reference to the Equality Act 2010.
- 2.12. Designated staff members will be trained to effectively support pupils with medical conditions, such as understanding how to administer insulin.

3. Accessibility Plan

- 3.1. The Accessibility Plan will be structured to complement and support the school's Special Educational Needs and Disabilities Policy.
- 3.2. The Accessibility Plan will be presented as a freestanding document.
- 3.3. The Edge Schools' Federation Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents/carers and visitors to the school within a given timeframe.
- 3.4. The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents/carers and visitors with disabilities.

- 3.5. The intention is to provide a projected plan for a three year period ahead of the next review date, which will be in Summer term 2024.
- 3.6. If it is not feasible to undertake all of the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.
- 3.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.
- 3.8. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.
- 3.9. Both the Accessibility Policy and Accessibility Plan will be published on the school website.
- 3.10. The Edge Schools Federation will collaborate with the LA in order to effectively develop and implement the plan.
- 3.11. An access audit will be undertaken by the SENCo annually.
- 3.12. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.
- 3.13. During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.
- 3.14. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.
- 3.15. The LA will provide auxiliary aids and services where necessary in order to help the school provide adequate support to pupils with disabilities.

4. Equal opportunities

- 4.1. The Edge Schools' Federation strives to ensure that all existing and potential pupils are given the same opportunities.
- 4.2. The Edge Schools' Federation is committed to developing a culture of inclusion, support and awareness.
- 4.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.

- 4.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
- 4.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all pupils to reach their full potential and receive the support they need.
- 4.6. The Edge Schools' Federation will ensure that all extracurricular activities are accessible to all pupils. The school will make all reasonable adjustments to allow pupils with SEND to participate in all school activities.

5. Admissions

- 5.1. The Edge Schools' Federation will act in accordance with the Admissions Policy.
- 5.2. The Edge Schools' Federation will apply the same entry criteria to all pupils and potential pupils.
- 5.3. The Edge Schools' Federation will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.
- 5.4. All pupils, including those with SEND, will have appropriate access to all of the opportunities available to any member of the school community.
- 5.5. Information will be obtained on future pupils in order to facilitate advanced planning.
- 5.6. Prospective parents/carers of pupils with an EHCP, and pupils with SEND, are invited to a transition meeting prior to the pupil starting the school in order to discuss the pupil's specific needs.

6. Curriculum

- 6.1. The Edge Schools' Federation is committed to providing a healthy environment that enables full curriculum access, which values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- 6.2. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- 6.3. The Edge Schools' Federation aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.
- 6.4. The Executive Headteacher / Head of School and the SENDCo will work together to adapt a pupil's Personal Plan, with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
- 6.5. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

- 6.6. Where areas of the curriculum present particular challenges for a pupil, these are dealt with on an individual basis.
- 6.7. The class teacher, in discussion with the pupil and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any particular disability or impairment.
- 6.8. There are established procedures for the identification and support of pupils with SEND in place at the school.
- 6.9. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.
- 6.10. Specialist resources would be made available for pupils with visual impairments.
- 6.11. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

7. Physical environment

- 7.1. The Edge Schools' Federation is committed to ensuring that all pupils, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises.
- 7.2. Pupils at The Edge Schools' Federation with disabilities have access to all areas. At Baschurch CE (A) Primary School, one group room is accessed via a staircase, which may not be suitable for all pupils to access.
- 7.3. The schools have toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- 7.4. There are provisions for nappy changing.
- 7.5. Where entrances to the school are not flat, a ramp is supplied for access.
- 7.6. Wide doors are fitted to allow for wheelchair access.
- 7.7. The corridors and classrooms are well lit with LED lighting.

8. Monitoring and review

- 8.1. This policy will be reviewed every three years or when new legislation/guidance concerning equality and disability is published.
- 8.2. The Curriculum Committee and Executive Headteacher will review the policy in collaboration with the SENDCO.
- 8.3. Equality impact assessments will be undertaken as and when school policies are reviewed.

Appendix A – Accessibility Plan Template

	Target and strategy	Personnel involved	When?	Outcome criteria	Review
	All curriculum and out of school activities are planned to ensure the participation by all is possible	Class teachers Education visits co-ordinator Parents of child (where applicable)	ongoing	Children will be able to access trips and visits along with their peers and teachers will ensure there is no discrimination against their physical or learning needs.	School demonstrates that opportunities are provided for all through the curriculum and extended schools e.g. evidence in displays, club registers, pupil outcomes.
	Ensure doors, paths, kerbs, entrance lobby, parking and toilet facilities are safe and easily accessible for all. Handles need to be free-moving on all doors. Fire	Health and Safety governors All staff and pupils involved Site manager	ongoing	All areas of the school are accessible to all and free from hazard. Wheelchairs, walking frames, prams and buggies can access safely.	

	doors to be kept free of any obstacles				
	Audit internal and external environment. Identify barriers to accessibility	Health and Safety governors plus site manager	ongoing	Pupils/staff/visitors with wheelchairs or a disability are able to access internal and external parts of the building.	
	Make available school brochures, school newsletters and other information for parents in alternative formats	SENCO and admin	Following audit of needs school community.	Review all current school publications and promote the availability in different formats for those that require it	
	Provide staff training to improve awareness of specific learning needs and use of software and resources	SENDCO, class teacher, LSAT or Ed psych, Reech, Woodlands, Spectra	Undertake an audit of staff training requirements Share good practice	Staff are aware of strategies and resources that will have an impact. The use of other professional partners	

				has been made available.	
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