

**Accessibility
Policy & Plan
(2021 – 2024)**

for

**Canon Popham CofE Primary Academy
(Part of Diocese of Sheffield Academies Trust)**



PERSON RESPONSIBLE FOR POLICY:	Local Governing Body
APPROVED BY:	Mr C. Mitchell
ROLE	Chair of Local Governing Body
DATE APPROVED	October 2021
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Vision Statement

Our vision is to work together as a Christian community to nurture our children within a happy, stimulating and caring school.

A place where:

- Christian values are at our heart: endurance, compassion, thankfulness, forgiveness, justice and hope
- Everyone is unique and welcome
- We respect and care for everyone and everything around us
- High standards are expected and achievements celebrated so that everyone is able to reach their full potential
- Self-esteem and confidence are nurtured on a journey of self-discovery

Everyone Matters!

Purpose of Plan

The purpose of this plan is to show how Canon Popham CofE Primary Academy maintains accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

It shall be reviewed on a three year basis; however any major changes to the school environment or layout shall result in the plan being checked to ensure compatibility.

Definition of Disability

The definition of disability under the law is a wide one.

A disabled person is someone who has 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.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included.

Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included. This list is not exhaustive and other conditions may also be classed as a disability.

If a person has been disabled in the past (for example, those who have recovered from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Responsibility for the Policy & Plan

The Local Governing Body and Head teacher are responsible for the Policy and Plan. They are also responsible for carrying out any actions to ensure that, wherever possible, accessibility actions are fulfilled within the timescale of the current plan or sooner in the case of individual need.

In addition, the school expects all staff and pupils to help wherever possible and to alert the Local Governing Body and Head teacher to any issues which have arisen as soon as practically possible.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties, Governors have regard to the Equality Act 2010
- The school
 - recognises and values the young person's knowledge and their parent/carers' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parent/carers' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Other Policies

This policy should also be read in conjunction with the other policies maintained by the school:

- Disability Equality Policy
- Gender Equality
- Inclusion
- Medical Needs
- Special Educational Needs & Disability (SEND)
- Vulnerable Children

Appendix 1: Accessibility Plan (2018 – 2021)

Possible Identified Barriers	Outcomes & Possible Actions / Solutions
Disabled toilet / changing facilities	<ul style="list-style-type: none"> • A toilet for the disabled exists in the main school building and is accessible from all points in the building as this is all on one level. • Adaptive toilet area for pupils available in the Foundation Unit.
Physical Barriers	<p><i>Parent Information Points</i></p> <ul style="list-style-type: none"> • Ensure that parent notice boards are accessible to all parents and carers, including those who may be wheelchair bound • Gather and respond to the views of those with a physical disability who could offer their views on the removal of barriers which may not be perceived by staff in school and how they might improve access to the school <p><i>Classrooms</i></p> <ul style="list-style-type: none"> • In the case of a child being temporarily or permanently in a wheelchair or with other physical difficulty ensure that the classroom furniture and access in general is reasonably adjusted to meet their needs • Ensure that entrance and cloakroom areas are kept clean and tidy so that access is clear at all times • Where necessary complete a risk assessment for the child working with appropriate agencies <p><i>Access to the rear of school / school field</i></p> <ul style="list-style-type: none"> • Ensure a key is kept in the office to allow disabled access via the main pupil entrance on Church Balk to those attending events on the school field or via the gate in the school car park.

Sensory Barriers	
<p>Sight</p>	<p>In the case of vision impairment, school would seek to do the following:</p> <ul style="list-style-type: none"> ▪ Consult with the person concerned, or in the case of a very young child, the parent/carer on specific needs and take advice from the appropriate vision impaired support team in the Local Authority ▪ Ensure that all communication documents are accessible to parents/carers/members of the school community e.g. Braille or auditory access ▪ Ensure that all communication documents are accessible to staff ▪ Ensure that children have appropriate support e.g. seating arrangements, enlarged text, appropriate level of lighting ▪ During any alterations or decorations (internally or externally), consult with the appropriate body and give regard to the needs of those with a visual impairment in the choice of colours, contrasting handles etc. ▪ Off site visits are regularly used in school. Staff should conduct appropriate risk assessment, take advice from appropriate agencies e.g. Health & Safety and make all reasonable adjustment for all pupils to access as much of the visit as possible.
<p>Hearing</p>	<p>In the case of hearing impairment, school would seek to do the following:</p> <ul style="list-style-type: none"> • Consult with the person concerned or in the case of a very young child the parent/carer on specific needs and take advice from the appropriate hearing impaired support service in the Local Authority • In the case of pupils, access support materials for classroom e.g. hearing aid and speaker to be used by teacher/adult working with pupil • Investigate installation of hearing loop system to aid access for parents/ carers/ visitors at concerts, assemblies etc. • Head Teacher and governors to assess budget/funding implications for loop system should this be necessary. • Teachers/adults in school to support children to ensure they are seated in class to maximize the use of acoustics which may vary from room to room in school and be dependent upon which subject is being taught • Off site visits are regularly used in school and staff to conduct appropriate risk assessment, take advice from appropriate agencies e.g. Health & Safety and make all

<p>Curriculum</p>	<p>reasonable adjustment for all pupils to access as much of the visit as possible.</p> <p>School will regularly review the needs of all children with a disability in the following ways:</p> <ul style="list-style-type: none"> • Hold regular review meetings with parents/carers, SENCO, Head Teacher, relevant staff and the pupil. • Review risk assessments for both on site and off site curriculum activities and make all reasonable adjustments to enable access to the activities on offer • Consult with leaders of after school activities and make all reasonable adjustment to allow access for any pupils with a disability. • Ensure that parents/carers are fully supported with how to help their child get the most out of their school years <p>Enable access to the school curriculum for all disabled pupils which allows them to meet their full potential by:</p> <ul style="list-style-type: none"> • All staff having high expectations in all aspects of school life • Setting targets which are challenging but realistic and which take into account the needs of the disabled child • Monitoring the progress of disabled children and adapting targets and teaching & learning appropriately • Ensuring that schemes of work and planning gives the disabled child as much accessibility as is possible and plan to make adjustments where deemed necessary • Ensuring staff training is up to date and that ongoing support is available from within school and outside agencies • Providing of alternate means of support to enable access to the curriculum for children on the autism spectrum e.g. quiet time, support to understand some aspect of the curriculum or visual timetables to help them to understand the routine and order of the day.
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<p>Awareness Raising with Pupils / Staff / Parents/Carers & Visitors</p>	<p>To ensure the full inclusion of all pupils, staff, parents/carers and visitors to school, the school will:</p> <ul style="list-style-type: none"> • Ensure that staff are trained and prepared for any child with a specific need/disability, as far in advance of them starting at this school as possible • Raise awareness of all staff in school even if they might not specifically work with that child concerned e.g. through information sharing in staff meetings which may led by an appropriate professional if required. • Raise awareness of pupils for specific children through class discussion and PSHE lessons • Raise awareness of children about general disabilities through invitations to visitors in assemblies or as part of the class curriculum e.g. during work on senses inviting someone who has a guide dog to talk to the children • Actively promote the social inclusion of pupils with a disability e.g. use the support staff linked to specific children to facilitate this • Ensure that relevant information is available to both staff and families within the school.
<p>Consultation with Disabled Pupils / Staff / Parents/Carers & Visitors to the School</p>	<p>Ensure the inclusion of children with a disability through:</p> <ul style="list-style-type: none"> • Regular consultation with pupil and parent/carer • Making reasonable adjustments e.g. slight timetable alterations, extra time for lunch • In the case of a child who temporarily cannot go outside encouraging the other children to volunteer to take it in turns to stay with the child • Be aware of any parents who may need help accessing school for any reason and making reasonable adjustment e.g. special seating arrangements at a concert or performance, use of school car park, reading support with school letters • Ensuring that any other visitors to the school e.g. during church use, are aware of the facilities which are available e.g. designated parking space, disabled toilet.