



## ACCESSIBILITY POLICY

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| <b>Policy Title</b>   | Accessibility Policy |
| <b>Statutory</b>  |                      |
| <b>Policy Version</b>   | 1                    |
| <b>Policy Author</b>  | Miss A Fell          |
| <b>Ratified By</b>  | RC Committee         |
| <b>Date Ratified</b>  | Summer 2015          |
| <b>Review Period</b>  | 3 years              |
| <b>Next Review Period</b>   | Summer 2018          |
| <b>Distributed To</b>   | All staff            |
| <b>To be published on website</b>   | Yes                  |
| <b>Changes to this policy</b>   | N/A                  |
| This policy has been impact assessed against race, gender and disability and no adverse impact has been identified. |                      |

## **Statement**

At Carrington Junior School we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum which has depth and promotes independent learning. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

## **Aims**

- To increase the extent to which disabled pupils can participate in the curriculum.
- To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- To improve the availability of accessible written information.

1. The Carrington Junior School Accessibility Plan has been drawn based upon information supplied by the Local Authority, and in conjunction with parents, staff, governors of the school and will advise other school documents. The Accessibility plan will be reviewed annually in respect of progress and outcomes and provide a projected plan for the three years period ahead of the next review date.

2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will be published on the school's website. We understand that the LA will monitor the school's activity under the Equality Act 2010 and will advise upon compliance with that duty.

3. We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4. The Carrington Junior School Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

a) Increase access to the curriculum pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and

learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits- it also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

b) Improve access to the physical environment of the school, adding specialist facilities as necessary –this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

c) Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand outs, timetables, textbooks and information about the school and

school events; the information should be made available in preferred formats within a reasonable timeframe.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. Whole school training will recognise the need to continue to raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policy
- Equality Objectives
- Disability Equality Scheme
- Staff Development Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- School Improvement Plan
- School Prospectus and Vision Statement

8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by Local Authority and will be updated in 2016 and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of the accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be complete by the school to the end of each period covering this plan in order to inform the development of a new accessibility Plan for the on-going period.

9. Equality Impact assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010

10. The School Prospectus will make reference to this Accessibility Plan.

11. The School's complaints procedure covers the Accessibility Plan.

12. The Accessibility Plan will be published on the school's website.

13. The Accessibility Plan will be monitored through the Governor Resources Committee.

14. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

15. The Accessibility Plan maybe monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.