



# **Prescot Community Primary & Nursery School**

*Putting the Learner First*

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Accessibility Policy  
Adopted July 2020

## Contents

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1	Introduction	3
2	Background	3
3	Scope of the Policy	4
4	Objectives	5
5	Equality Duties	5
6	Actions to Ensure Equality for Pupils with Disabilities	7
7	Training	7
8	Monitoring and Review	7
9	Links with other Policies	8

## 1. Introduction

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This policy applies to all aspects of Prescot Community Primary and Nursey School in relation to the provision of education and nursery services. The policy applies to all staff (permanent and sessional), agency workers, governors, volunteers and visitors to our school and all other people who are conducting work on behalf of our school and nursery.

There can be no limits and our staff and children are encouraged to believe that anything is possible.

Our **Vision** to create an environment where every individual feels empowered to learn and achieve within a safe and trusting environment.

### **Mission Statement**

We will achieve our vision by Putting the Learner First.

Every experience we offer is a valued opportunity to learn with capacity and potential for individuals to surprise us. Curiosity and creativity are prized and children are given responsibility for their own learning. We give our learners the strength and belief to reach for the stars.

## 2. Background

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The Equality Act 2010 has simplified and strengthened discrimination law. Under the new legislation the Governing Board of the school continues to have responsibility for accessibility planning for disabled pupils.

This plan sets out the proposals of the Governing Board to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

## Definitions

The definition of a person who is disabled under the Equality Act 2010 and which is supported by the Disability Rights Commission states, you are disabled if “*you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities*”.

The term mental impairment is intended to cover a wide range of impairments relating to mental function, including what are often known as learning disabilities.’ ([Disability Equality Guidance document](#)).

### Substantial and Long-term

**Substantial** is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed.

**Long-term** means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection.

There are special rules about recurring or fluctuating conditions, e.g. arthritis.

### Progressive conditions

A progressive condition is one that gets worse over time. People with progressive conditions can be classed as disabled. However, you automatically meet the disability definition under the Equality Act 2010 from the day you’re diagnosed with HIV infection, cancer or multiple sclerosis.

There is guidance on conditions that aren’t covered by the disability definition, e.g. addiction to non-prescribed drugs or alcohol.

## 3. Scope of the Policy

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The Equality Act 2010 introduced a single Public Sector Equality Duty (sometimes also referred to as the ‘general duty’) that applies to public bodies, including maintained schools and Academies, and which extends to all protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

This duty requires schools to adopt a proactive approach, mainstreaming disability equality into all decisions and activities. The duty does not just apply to disabled pupils; it applies to any non-educational services schools provide. The duty applies also to parents, members of staff, visitors to the school, local community members and to potential pupils of the future.

## 4. Objectives

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The objectives of this policy are:

- Having high expectations of all everyone
- Establishing an admissions policy and criteria which does not discriminate against children with disabilities or treat them unfairly
- Planning the physical environment of the school to cater for the needs of children with disabilities
- Raising awareness of disability amongst all school staff and governors through a programme of training
- Devising teaching and learning strategies which will remove barriers to learning and participation for children with disabilities
- Establishing ways in which all children can take part in the full curriculum including sport, music and drama
- Providing written information for children with disabilities in a form which is user friendly
- Ensuring our library and reading books provide positive images of people with disabilities
- Planning extra-curricula activities including all school trips and excursions so that children with disabilities are able to participate fully

## 5. Equality Duties

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- 1. Improve the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services.**

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education.

The physical environment includes such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture.

Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education also cover things such as ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

At Prescott Community Primary and Nursery School the provision of a special piece of equipment or extra assistance will be made through the Special Educational Needs and Disabilities (SEND) framework and to a lesser extent through the planning duty which applies to all schools.

The distinction between auxiliary aids and services provided through the SEND route and those provided under the planning duty is that the SEND duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school.

## **II. Increase the extent to which pupils with disabilities can access and participate in the school's curriculum**

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Schools are expected to plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent upon individual needs and may be provided through the SEND framework.

The accessibility strategies and plans will help to ensure the school is planning and preparing to respond to the particular needs of individual pupils.

### **III. Improving the delivery of information to pupils with disabilities**

This strand of the duty covers planning to make information normally provided by the school in writing to its pupils such as handouts, timetables, textbooks, information about school events and activities available to disabled pupils.

This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, or through a recognised symbol system or ICT.

This information should also be made available within a reasonable time frame and take account of the pupil's disabilities and the pupil and parents preferred format.

## **6. Actions to Ensure Equality for Pupils with Disabilities**

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We shall undertake a disability audit using information provided by the Local Authority and as a result of the audit, we shall:

- a) Write an action plan which includes short, medium and long-term targets
- b) Make the policy and targets known to all staff, pupils and parents
- c) Monitor the success of the plan and policy

## **7. Training**

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We will provide all necessary training to all staff, governors, volunteers and pupils including:

- Induction Programmes
- Disability awareness for staff and pupils
- Ongoing CPD programmes for staff e.g. inclusion

## **8. Monitoring and Review**

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We recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged and that monitoring leads to action planning. We will therefore monitor the following areas as part of our audit:

- Admissions
- Attainment
- Effects of pastoral strategies Rewards Sanctions
- Exclusions Response to teaching styles/subject SEN Register

- Setting/groups Effects of the Literacy & Numeracy Strategies
- Extra-curricular activities
- Homework
- Selection & recruitment of staff
- Governing body representation

Factors we will take into consider include:

- Induction and preparation for entry to the school
- Access to the physical and sensory environment
- Accessing the curriculum
- Teaching and learning
- Classroom organisation
- Grouping pupils
- Deploying additional support
- Access to school facilities
- Activities to enrich and support the curriculum
- School sports
- Breaks and lunchtimes
- Providing school meals
- Interaction with peers
- Assessment and exam arrangements
- School discipline and sanctions
- School clubs and activities
- School trips
- The school's arrangements for working with other agencies
- Procedures for acquiring expensive specialist equipment
- The school's arrangements for working with parents
- Preparing pupils for the next phase of education.

This policy and the accessibility plan will be reviewed every three years in line with government guidance by the governing board.

## **9. Links with other Policies**

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- Anti-Bullying Policy
- Equality Information and Objectives Statement
- Equal Opportunities and Diversity Policy
- Curriculum Policy
- SEND Policy