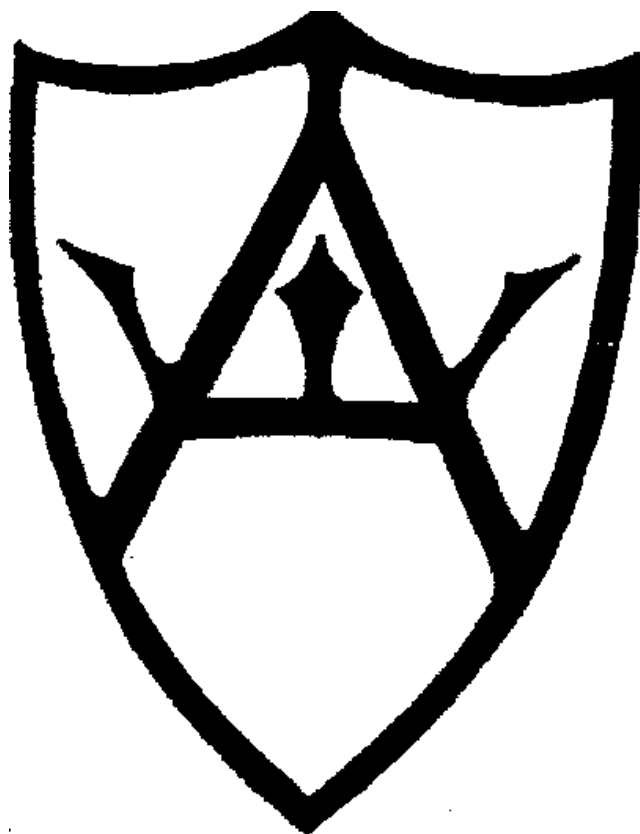


# **Alfriston School**



# **Accessibility Policy**

## **2015 - 2018**

Reviewed & approved by Governors: January 2016  
To be reviewed: January 2018

## **Introduction**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

## **Our vision statement**

At Alfriston Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

## **About Alfriston School’s Accessibility Plan**

The Alfriston Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Alfriston Primary School is committed to providing an environment that enables full curriculum access that values and includes 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.

The Alfriston School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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;
- 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 various preferred formats within a reasonable timeframe.

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

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

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

- Behaviour Policy
- Health & Safety Policy
- Equality Policy & Plan
- School Development Plan
- Special Educational Needs Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

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.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Operations Committee.

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

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

### **Access to the Curriculum**

The school is committed to educational inclusion.

- It seeks to achieve inclusion by setting high standards for all pupils.
- It aims to differentiate learning objectives so that all pupils can learn and progress.
- It will monitor the progress and inclusion of all pupils by regular data analysis including records of achievement, Educational Health Care Plans, School Based Plans.
- Specific groups of pupils will be tracked through this process. In addition, the school puts high value on the pupils voice through school councils and by encouraging pupils' evaluations of their learning and whole school experience.
- The school aims to encourage an ethos of mutual respect and collaborative learning where pupils and staff learn to help and support each other.
- The school encourages staff and pupils to be outward looking and to have a learning culture, where differences are valued and celebrated.
- It actively values the participation and views of parents and the community.

Staff are encouraged to reflect upon their own practice to ensure that measures are put in place to ensure all pupils are fully able to participate in the life of the school. The school's Inclusion Manager/SENCo has responsibility for inclusion.

Some of the measures used by the school are encapsulated in the Special Educational Needs policy. However the school is committed to respond positively to pupils or parents who feel they have not equal access to the curriculum. This will include seeking specialist advice and guidance. The school will further commit to putting in place recommended changes as and when funds permit.

### **Premises Development – Accessibility Plan**

The school will make adjustments to meet the needs of the community within its present premises where possible. Such adjustments may include designated pathways, reallocation of workspaces or classrooms, seating arrangements for specified children, the purchase of particular aids for specified children as recommended by SEN provision and external agencies, signage, lighting etc.

In addition, as the school refurbishes or makes further developments to its premises, the school makes a commitment to use the principles of universal design. The school will also seek further advice about the needs of specific members of the community as and when the need arises and will make reasonable adjustments within the limits of funding. The following are identified adjustments that may be needed.

**Entrance to the school**

The front doorway is suitable for disabled access and is signposted as such. However there is also a ramp for access to the main hall. Consideration should be given to automatic sliding doors at this point and to signposting this as a suitable access point.

**Corridors and internal doorways**

Corridors should be at least 36 inches wide. The school will discourage siting fixtures on the walls of rooms and corridors except where such fixtures start at floor level and do not reduce the width of access to under 36 inches wide. There should be regular points of at least 60 inches in diameter to allow wheelchair turning. The school may wish to designate wheelchair access routes to allow for this.

The Victorian part of the school is currently less suitable for use by pupils with disabilities due to the presence of steps from the access and toilets. However pupils in wheelchairs can access this through the reception door.

Consideration should be given to providing a portable wheelchair ramp for internal steps.

In the long term the school may wish to consider ramping steps in both internal part of the Victorian building and putting in tactile flooring to indicate a change of level.

Internal doorways should be at least 32 inches wide. Doorways and architraves should be painted in a matt finish that contrasts with the adjoining wall and floor. Door handles, entry signals etc may need to be relocated for wheelchair users. Consideration should be given to the design of door handles and opening procedures. Door mats should ideally be recessed into the floor but should not be more than 1/2 inch thick.

All internal doors should be opened with less than 15 pounds of force and external doors should be opened with 85 pounds or less of force.

**Steps – internal and external**

Where steps are used a handrail should be provided on both sides of the steps that should be 34- 38 inches above the step and extend 12 inches beyond the top riser.

Steps should be marked on the step nosing with a contrasting strip so that it is visible from both the step and the riser.

A tactile floor surface should give notice of a change in level.

**Lighting**

It is important that lighting is even throughout the school and that a good level of brightness is maintained. Consideration should be given in the future to lights that can adjust to changing levels of daylight. Should a member of the community have sight difficulties, lights should be left on.

**Decoration**

Walls, floors ceilings and doors should be decorated in matt finishes. Pattern should be avoided and tonal contrast between different surfaces considered in the choice of colour. Glare should be minimised by the use of non-reflective

glass or film. Floor surfaces both internal and external should be slip resistant.

### **Workstations**

Workstations should be 34 inches in height and 30 inches in depth for an adult. Appropriate guidance needs to be sought to ensure workstations are appropriate for the age of the child. There should be at least two workstations in a class with a turning space of 60 inches in diameter around them.

### **Toilets**

The present disabled toilet meets the level required by current legislation.

### **Hearing Loop**

The school should give consideration to the installation of a hearing loop system, particularly in the reception and hall areas.

## **Access to Information**

### **Written information**

The school will ensure its information to parents or children has a consistent layout and uses at least 11 point print in Arial or similar. It will ensure that the information is aligned to the left margin, is double-spaced and has 60 –70 letters per line in general. Organisations such as the P.T.F.A, and clubs will advised of such guidance.

### **Information on CD**

All information available to members of the community will be made available on CD by request. The school will transcribe such information but may review this arrangement in the future.

### **Information by electronic means**

All information available to members of the community will be made available by electronic means by request.

### **Signage**

The school will audit its signage annually. It will ensure that new signage is in lower case in black type with contrasting background. Where possible signage will be designed for use by the partially sighted.

### **Forms**

Forms in the future will be adjustable to allow for different size of writing and for input by electronic means. Forms will be available by email by request

### **The role of the Governing Body**

The governing body and headteacher will consult with disabled employees or prospective employees to see which adjustments are necessary and would enhance their inclusion in the school community.

In deciding whether an adjustment is “reasonable”, the governing body will consider the following factors:

- how much an alteration will improve the situation for the disabled employee or prospective employee;
- how easy it is to make the adjustment;
- the cost of the adjustment, both financially and in terms of the disruption it will cause;
- the extent of the school’s financial or other resources, including grants from the LA or the Access to Work programme

Issues to consider in order to avoid discriminating against prospective employees

The governing body will not discriminate against disabled people in:

- job advertisements;
- the application process;
- the selection criteria used;
- the interview procedure;
- the terms of employment offered; or
- by deliberately not offering a disabled person the job.

### **Job advertisements and application forms**

Governing bodies must ensure that job advertisements and application forms do not imply that a person might not get the job because they have a disability or that they are unwilling to make reasonable adjustments to employment arrangements or premises. However, there is no reason why advertisements and application forms should not ask applicants to indicate whether they are disabled, and if so, the nature of the disability and whether they are likely to require special facilities or equipment. In some cases LAs or governing bodies may need to make information about jobs or application forms available in an alternative format, e.g. via minicom or in Braille, if asked to do so.

Governing bodies must not unjustifiably refuse to employ a disabled person because of their disability. However, if, having considered what reasonable adjustments may be made, a disabled person would not be the best person

for the job the governing body would not have to appoint that person.

Governing bodies must not discriminate against existing disabled employees in any aspect of their employment including:

- terms and conditions of employment;
- opportunities for promotion;
- career development or training; or
- dismissal proceedings.

If an existing employee becomes disabled or an employee has a disability which worsens, the governing body should consult the person about their needs and, if the employee has a progressive condition, what effect the disability may have on future employment. The governing body may need to consider making reasonable adjustments for the disabled person.

### **Selection criteria**

It is important to ensure that selection criteria are not applied in a way which is discriminatory, e.g. in the case of teachers, it might be discriminatory to exclude a candidate because they do not have a mini-bus driving licence where, with appropriate adjustments, the candidate might be the best person for the job.

### **Interview procedure**

If the governing body invite a person they know to be disabled for interview they may need to make reasonable adjustments so that the disabled person is not at a disadvantage.