



Sandhills Community Primary School
Terrett Avenue, Sandhills, Headington, Oxford, OX3 8FN
Tel: (01865) 433000, Facsimile (01865) 433001
Headteacher: Emma Coleman
Chair of Governors: Chris Webster and Laura Campbell

Accessibility Plan (statutory)

Reviewing Committee: Resources

Approved by: Governing Body

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Last reviewed on:

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1. 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

1.1. Our Accessibility Plan is based on a belief in equality and inclusiveness for all and confirms that everyone should have equal access to facilities and services regardless of disability, age, gender or race. Sandhills Primary School puts accessibility for all at the heart of the planning and design process.

1.2. As a school, we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, emotional and cultural needs. Further, we are committed to challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion.

1.3. The school recognises that many of our pupils, visitors and staff, whether disabled or otherwise, have individual needs when using school facilities. We understand that for all pupils, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of our ongoing commitment to the delivery of an inclusive educational service, we work hard to ensure that all our pupils receive a high a standard of education and are supported in reaching their full potential. Good communication and co-operation between the school, home and other professionals are essential. The key aims of this plan are to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to increase disabled pupil's physical access to education and extracurricular activities.
- Improve the delivery of information to disabled children and young people; using formats which give better access to information.
- Provide continued education as normally as the condition allows.
- Reduce the risk of lowering self-confidence and educational achievement.
- Promote equal access to education for all children.
- Establish effective liaison.
- Ensure that prompt action takes place.

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

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

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

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

2. Legislation and guidance

- 2.1. 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](#).
- 2.2. The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.
- 2.3. 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.
- 2.4. 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.
- 2.5. This policy complies with our funding agreement and articles of association.

3. Statutory Responsibilities

- 3.1. The Equality Act 2010 and Equality Duty 2011 placed responsibilities upon schools to remove discrimination against pupils with disability. It requires schools to make 'reasonable adjustments' to their policies, procedures and practices to accommodate pupils with disability more fully in school life. There is a duty on schools to state what action they have taken to improve access and to have an Accessibility Plan.
- 3.2. The reasonable adjustments duty is triggered only where there is a need to avoid 'substantial disadvantage'. Substantial is defined as being anything more than minor or trivial. Whether or not a disabled pupil is at a substantial disadvantage or not will depend on the individual situation.
- 3.3. These duties apply to disabled pupils, as defined in the Equality Act 2010. The Act says that a pupil has a disability if they have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing.
- 3.4. The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD), or people diagnosed with cancer, HIV infection or multiple sclerosis. An impairment does not of itself mean that a pupil is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that should be considered.

The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

- 3.5 A child's ability to memorise, concentrate, learn, speak, move, make and maintain positive relationships, is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may amount to a disability.
- 3.6 Some disabled pupils also have special educational needs (SEN) and may be receiving support via school-based SEN provision or have a statement of SEN. Just because a disabled pupil has SEN or has a statement does not take away the duty to make reasonable adjustments for them. In practice, of course, many disabled pupils who also have a statement of SEN will receive all the support they need through the SEN framework and there will be nothing extra the school has to do. However, some disabled pupils will not have SEN, and some disabled pupils with SEN will still need reasonable adjustments to be made for them in addition to any support they receive through the SEN framework.

4 Role of the Governing Body

4.1 This Accessibility Plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required under the Equality Act 2010. The three key duties are to:

- Increase the extent to which disabled children and young people can engage in the school **curriculum**.
- Improve the physical environment of the school to increase disabled pupils' **physical access** to education and extra-curricular activities.
- Improve the delivery of **information** to disabled children and young people, using formats which give better access to information.

4.1 The responsibility for the Accessibility Plan lies with the Governing Body and Headteacher.

4.3 It is a requirement that the school's Accessibility Plan is resourced, implemented, and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

5 Health and Safety

5.1 The Equality Act 2010 does not override health and safety legislation. If making a particular adjustment would increase the risks to the health and safety of any person (including the disabled pupil in question) then this is a relevant factor in deciding whether it is reasonable to make that adjustment. However, as with the approach to any question of health and safety and risk assessment, schools are not required to eliminate all risk. Suitable and sufficient risk assessments should be used to help determine where risks are likely to arise and what action can be taken to minimise those risks. Risk assessments should be specific to the individual pupil and the activities in question. Proportionate risk management relevant to the disability should be an ongoing process throughout a disabled pupil's time at the school.

5.2 There might be instances when, although an adjustment could be made, it would not be reasonable to do so because it would endanger the health and safety either of the disabled pupil or of other people. There might be other instances where schools could make anticipatory reasonable adjustments in line with health and safety legislation, ensuring compliance with, and not infringing, that legislation.

6 Charging Arrangements for Making Reasonable Adjustments

6.1 It is unlawful for a setting or school to charge a child for making reasonable adjustments in any circumstances, whatever the financial cost to the school and however the setting or school is funded.

7 School Context

7.1 Sandhills Primary School currently has 309 children on roll in YR-Y6. There are 34 children on our Special Needs Register including 2 with a Statement of Special Educational Need and one with an Educational, Health and Care Plan. Their difficulties include Downs Syndrome, a number of children with an autistic spectrum disorder, hearing impairments, cerebral palsy and a number of children with specific medical needs including diabetes and two children who have a life-threatening allergy.

8 Existing Good Practice in School

- Visual prompts and resources including visual timetables are used to facilitate access for all pupils where these are seen to be helpful
- Disability awareness is promoted in the curriculum, through assemblies and specific events.
- Staff working with pupils with disabilities receive specialist training.
- Thorough risk assessments are undertaken as required and take full account of the needs of disabled children, for example a named adult will provide 1:1 support if appropriate.

8.1 Disabled pupils are able to access a range of activities and clubs beyond the school day; they participate in residential visits.

8.2 Access to the physical environment

- The school is accessible for wheelchairs and frames, with the exception of the route through the cupboard from Beech Class to the hall. Corridors and routes are kept clear of obstacles.

8.3 A Nurture Room provides a place where children can take time out.

- Pupils on roll receive support from specialist services e.g. Occupational Therapists, dyslexia, Educational Psychologist.

9. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Actions to be taken	Outcomes	Time Frame
Ensure the school curriculum is fully accessible to all pupils including those with a disability	<p>Use of visual timetables</p> <p>Additional aids available e.g. pencil grips, coloured overlays</p> <p>Specialist agencies visit regularly to support staff & pupils e.g. OTs, dyslexia, SENSS, EP</p>	<p>Distribute registration form at the beginning of each year to ensure data held in school is accurate and up-to-date regarding disability and medical needs</p> <p>Annual questionnaire to parents to gain their views.</p> <p>Ensure all staff have access to the information</p>	<p>Disability and Medical Registers are up-to- date</p> <p>Data gained for use to update of the Scheme and Action Plan.</p>	<p>Start of each academic year</p> <p>Ongoing</p>
Ensure Health Care Plans and Risk Assessments enable children with disabilities to have full access as far as possible	<p>Advice sought from specialist advisors</p> <p>Statements and EHCP are used to create individual programmes of study</p>	<p>Parental and external advice sought as necessary including from specialists to input into EHCP & Risk Assessments</p> <p>Risk Assessments to ensure access to educational visits prior to visit</p>	<p>Children with disabilities access school trips, special events, after-school clubs etc</p>	<p>Ongoing</p>
Staff to be aware of Accessibility Plan and show that they are using it within their teaching and learning	<p>Support for individuals and their personalised needs identified in teachers planning</p>	<p>Revisit Statement annually, share progress / outcomes with all staff</p> <p>Review curriculum and other policies (in line with review cycle) to ensure they clearly define their role in promoting equality for all members of the school community.</p>	<p>Inclusion Statement, policy and practice permeates all aspects of the life and work of the school.</p> <p>Inclusion Statement is reflected in all policy documentation.</p>	<p>Ongoing</p> <p>Ongoing as documentation is reviewed</p>

4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body

11. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy