



Accessibility Policy

Reviewed: May 2022

Next Review Date: May 2025

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Statement of intent

Shaw Primary Academy is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents and visitors.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equal Opportunities Policy
- Admissions Policy
- Behaviour for Learning Policy
- Supporting Pupils with Medical Conditions Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Development Plan
- GDPR

2. Definitions

A person is defined as having a disability if they have 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.

In line with the Equality Act 2010, the school does not unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

3. Roles and responsibilities

The governing board will be responsible for:

- Monitoring the Accessibility Policy
- Approving the Accessibility Policy before it is implemented.

The headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the governing board where necessary.
- Ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The Inclusion Manager will be responsible for:

- Working closely with the headteacher to ensure that pupils with SEND are appropriately supported.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Policy at all times.
- Ensuring that their actions do not discriminate against any pupil, parent or colleague.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin, in line with the Supporting Children with Medical Conditions Policy.

4. Accessibility Plan

The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe. It will be structured to complement and support the school's Equality Information and Objectives Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

Shaw Primary Academy will take advice from outside agencies and the LA in keeping up to date with changes to legislation and in good practice.

The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in 2024, unless it requires review earlier. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

Both this policy and the Accessibility Plan will be published on the school website.

Our accessibility guide can also be found online at:

<https://www.accessable.co.uk/thurrock-council/access-guides/shaw-primary-academy/#f8216e3e-58d4-d644-9496-4341bd12978f>

5. Equal opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

6. Admissions

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

7. Curriculum

Shaw Primary Academy expects all pupils to reach their full potential. We are an inclusive school and welcome all pupils regardless of race, ability, language or culture. We are equally ambitious for pupils who may have a disability. For these pupils it is especially important that the school gives them a full range of opportunities to learn new skills and develop their talents.

The National Curriculum is a common entitlement for all pupils. All teachers have a duty to meet the needs of their pupils and this may require modification of the programmes of study. It is also a requirement that pupils have full access to additional opportunities that enhance the basic curriculum entitlement.

At Shaw Primary Academy we strive to remove barriers to learning for all pupils. We aim to ensure that the attainment and achievement of every child are catered for. As a school we are also committed in the widest sense to equality of educational opportunity for all. The school fully includes all pupils in school trips and activities. It is expected that every pupil will join in and may require support to do this.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, as outlined in the school's SEND and Disability Policy.

Learning support assistants are deployed to implement specific literacy and speech programmes.

8. Physical environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils with disabilities have limited or no access to.

The school has toilet facilities suitable for people with disabilities, which are fitted with a handrail and an emergency pull cord. There are provision for children who wear pull-ups.

Where entrances to the school are not flat, a ramp is supplied for access. Wide doors are fitted throughout the school to allow for wheelchair access.

9. Monitoring and review

This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published. Equality impact assessments will be undertaken as and when school policies are reviewed.

Accessibility Plan 2022-2023

All previous targets have been met and any issues arising will be addressed as required.

Priority Area	Target	Future Plans	Cost/Budget	Responsibility
Increasing the extent to which pupils can participate in the school curriculum	No current targets	The school doesn't currently have provision for children with visual or auditory impairments. Should the need arise, we will plan appropriately to ensure that any potential pupils with visual or auditory impairments have appropriate access to any information. We will take advice from our colleagues at St Clare's Visual Impairment Outreach Unit and other relevant agencies.	NA	NA
Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services				
Improving the delivery of information in an appropriate format				

We will make every reasonable adjustment to ensure everyone can access all that Shaw Primary Academy has to offer.