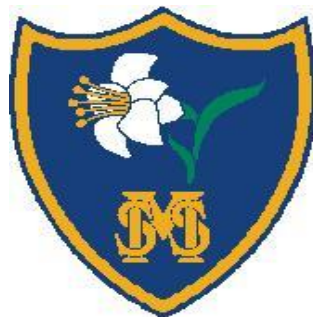


Haddenham St Mary's CE School



ACCESSIBILITY POLICY

Date agreed by Curriculum and Standards Committee	14th November 2023
Date to be reviewed (<i>maximum 36 months after date above</i>)	November 2026
Date adopted by Governing Body	20th February 2024
Governors Committee accountable for review	Curriculum and Standards
Staff member accountable for review	Headteacher
Governor accountable for monitoring	SEND governor Equality governor

At Haddenham St Mary's CE School (HSM) we work hard to eliminate direct and indirect discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between all those within our school community. This involves providing access and opportunities for all pupils without discrimination of any kind.

Purpose

The purpose of this plan is to show how Haddenham St Mary's CE School (HSM) intends, over time, to increase the accessibility of our school for disabled pupils. HSM 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.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

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.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, age, marriage, gender reassignment, pregnancy, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

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. This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils.

Admission

Prior to the admission of any pupils with specific accessibility requirements a full assessment will be undertaken, including site visits to their present pre-school provider, to ascertain the nature of their requirements. The assessment will involve the pupil, the parents/carers, the Local Authority and school staff.

Where current facilities are not suitable the school and the Local Authority will agree the appropriate action to be taken, the timescale for delivery and the funding source to be used for providing this.

Physical Access

The school building additions of the KS1 classroom wing, Eco Lodge, Blue Room and the preschool room have been built with access considerations.

Current arrangements include:

- Ramp access to main front doors leading to school reception and through this access to the ground floor level and school field (through ramp access at rear of hall)
- Access to KS1 wing through ramp access at rear of hall
- Kerbs have been lowered on various paths to enable external access to the field from the driveway, and to improve access around the site generally
- Disabled toilets are located in the school reception area (which also includes a small shower facility), KS1 classroom wing, Eco Lodge and in the preschool room
- Eco Lodge has disabled toilet facilities.

The original school buildings are over 30 years old and, as such, were never designed for disabled access. The staffroom and staff toilets are located on the first floor which is only accessible via a staircase. However, the school will continue to respond to changing needs as necessary, including the rearrangement of staffing facilities to provide ground floor access should the need arise.

Additionally, all new building and refurbishment plans will take account of providing suitable access in conjunction with Buckinghamshire Council.

Curriculum Access

Where possible we will ensure that pupils have access to all curriculum areas. This may involve the support of a Learning Support Assistant where needed. For example, every effort will be made to make school visits and journeys possible and inclusive for all children. This will be achieved by; a suitable choice of venue to minimise risk and by thorough forward planning to ensure that all pupils can gain best value from the experience.

We will ensure that pupils have access to a full range of after school clubs as offered by the school and that adjustments to the offer are made in terms of environment, aids and staffing.

When planning pupils work, the staff will take into account the abilities and needs of all the pupils and provide differentiated work accordingly. This may involve modifying learning

objectives, teaching styles, resources and access strategies.

Training

HSM is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues for specific pupils. Learning Support Assistants (and where required teachers) have been given specific training to fulfil their role and this is repeated as required.

Members of staff, both teaching and support, have been trained to provide onsite first aid when required and request medical assistance if needed. Training is updated every 3 years as a minimum.

Information and Communication

Depending on the specific communication issue, alternative forms of information will be provided for users as appropriate. For example:

- Signing facilities will be provided at parents evenings for those with hearing impairment if required
- Language support and translation will be available for those that require it
- The school website will accommodate those with particular requirements, eg font style and size
- Information provided by the school will be in a suitable format for specific parents/ carers when requested
- If needed pupils will be able to record work in digital format rather than written form.

Responsibility for monitoring and review

All staff and Governors have a responsibility to monitor and review accessibility needs. Governor Health and Safety walks ensure accessibility needs are reviewed termly. This policy will be evaluated and reviewed as a minimum every three years to ensure its continued validity.

Appendix: Equality Impact Assessment

Equality impact assessments enable the school to consider any direct or indirect impact a policy, procedure, guide or change might have on people with protected characteristics. Evidence gathering can assist with monitoring and evaluation processes (e.g. trend analysis) to assist the school in understanding if an unintended impact has occurred.

Equality impact assessments support evidence-based decisions, transparency and consideration of equality issues.

Name of employee completing the EIA	Jenny Tyrie
Job Title	Parent Governor
Date	17 April 2024
Contributors to the EIA	
Aim/ purpose of the policy/ procedure/ change	Accessibility Policy. Plan to show how HSM will increase the accessibility of our school for disabled pupils.
Scope of the policy/ procedure/ change	

Protect Characteristic Group	Impact Analysis				Impact Analysis and Risks/ Mitigations
	Positive Impact Identified	Negative Impact Identified	Neutral Impact Identified	Not enough information	
Age			X		This policy should have no impact on this protected characteristic.
Disability			X		Possible negative impact due to the age of the building (over 30 years), as staff rest rooms are currently located on the 1 st floor. However, it is believed to be overall a neutral impact as the re-arrangement of staffing facilities could be made to provide ground floor access.
Race - Asian or Asian			X		This policy should have no impact on this protected

Protect Characteristic Group	Impact Analysis				Impact Analysis and Risks/ Mitigations
	Positive Impact Identified	Negative Impact Identified	Neutral Impact Identified	Not enough information	
British; Black or Black British; Mixed Race; White British; White Other; and Other					characteristic.
Sex and Gender Re-assignment – men (including trans men), women (including trans women) and non-binary people.			X		This policy should have no impact on this protected characteristic.
Sexual Orientation			X		This policy should have no impact on this protected characteristic.
Religion or Belief			X		This policy should have no impact on this protected characteristic.
Pregnancy and Maternity			X		This policy should have no impact on this protected characteristic.
Marriage or Civil Partnership			X		This policy should have no impact on this protected characteristic.

Protect Characteristic Group	Impact Analysis				Impact Analysis and Risks/ Mitigations
	Positive Impact Identified	Negative Impact Identified	Neutral Impact Identified	Not enough information	
Other Groups / Characteristics - for example, homeless people, sex workers, rural isolation.			X		This policy should have no impact on this protected characteristic.

Consultation/ stakeholder engagement *	N/A
Evidence used in the decision/ recommendation	Please see assessment above.
Final decision and rationale	Overall, we believe that there will be no disproportionate impacts on the implementation of this policy.
Review date	November 2026

* List any protected groups that have targeted during the consultation process, and give