



Accessibility Policy

Introduction

This policy is drawn up in accordance with the planning duty in the Equality Act 2010. It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', issued by DfES in July 2002.

Definition of Disability

Under the Act, a person has a disability if:

- They have a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

The Equality Act 2010 aims to protect disabled people, prevent disability discrimination, and hate crimes against disabled people.

The Equality Act also provides rights for people not to be directly discriminated against or harassed because they have an association with a disabled person. This can apply to a personal assistant or parent of a disabled person. In addition, people must not be directly discriminated against or harassed because they are wrongly perceived to be disabled.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the School community for pupils, and prospective pupils, staff, volunteers and visitors with a disability.

Principles

- Compliance with the Equality Act is consistent with the School's aims and single equalities, and the operation of the Schools' SEN Policy; The School recognises its duty under the Equality Act (as amended by the SENDA):
- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan
- In performing their duties, governors and staff will have regard to the Equalities and Human Rights Commission Code of Practice (2002); The School recognises and values

The Head of School is the designated person for all child protection issues

parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents' and child's right to confidentiality;

- The School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework which underpin the development of a more inclusive curriculum;
- Setting suitable learning challenges Responding to pupils' diverse needs Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

a) Education and related activities

- The School will continue to seek and follow the advice of LA services, such as specialist advisers, SEN advisers and appropriate health professionals from the local NHS trusts.
- The School's SENCO, in conjunction with class teachers, has the day- to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum, and wider School activities. This may include the deployment of teaching assistants appropriate to facilitate participation.
- Staff will be provided with appropriate training to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

b) Physical environment

- The School design is broadly suited to providing wheelchair access as learning environments are on one level. Recent building and grounds work complies with the Equality Act.
- The School will take account of needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

c) Provision of information

- The School will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Ackton Pastures Primary Academy

Part of the Inspire Partnership Multi Academy Trust



The following detail is taken from an accessibility audit. The audit was completed by Wakefield Local Authority in October 2014.

In areas deemed 'public' the identified issues should be addressed as part of planned and structured maintenance programme:

Site Plan Ref	Questions	BV156	Part M	Equality Act (DDA)	Comments
004/020	Routes free of kerbs?	no	no	no	The parking space requires improvement, better dropped kerbs and signage is needed.
005	Wide enough?	no	no	no	There is a requirement to identify that the safety fencing is needed, in the access plan. The gates should be painted to contrast the fence.
060/171	Induction loop fitted and advertised?	no	no	no	A fixed counter loop should be fitted, please see attached information.
123	Sufficient space for ambulant disabled people to manoeuvre?	no	no	no	Provide outward opening cubical doors and handrails that aid people to raise and lower themselves.

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In areas deemed 'private' the identified short falls should be implemented, if or when, either a staff member or a pupil starts to attend the school, an existing user becomes impaired, or when work is undertaken to improve the building. Adjustments should be carried out to the current regulations.

Site Plan Ref	Questions	BV156	Part M	Equality Act (DDA)	Comments
4.0	External Steps	no	no	no	There are a number of entrance/exits that would require to be ramped and the existing steps improved with both tactile and nosing identifications. It may be more effective if the schools management plan made adjustment for impaired people.
067	Corridors Are they free from obstruction to wheelchair users and from hazards to people with impaired sight?	no	no	no	The existing corridors meet the requirements of the act, but have obstructions/furniture in them. This would need to be removed and placed elsewhere.
076	Clear opening width sufficient for a wheelchair user?				There are a number of double doors that would be better suited for wheelchair users if they could be replaced with a wide door and a narrow one.
080	Door handle easy to reach, grip and operate?	no	no	no	The existing 'security measures' need amending. The top handles are too high.
	Staff / pupil toilets				These would require adaptations to the specific needs of the impaired person.

Linked Policies

This policy will contribute to the review and revision of related School policies/documents, e.g. SEN Policy.

Date: November 2017