

September 2016

Accessibility Policy and Checklist

Datchet St Mary's C of E
Primary Academy



REVIEW date : June 2019

INTRODUCTION AND CONTEXT

The Governing Body, Head teacher and staff at Datchet St Mary's C of E Primary Academy are committed fully to the values and ethos of Equality for All and demonstrating this in the practice, actions and facilitation of appropriate resources and access for all who attend or visit the school.

Datchet St Mary's C of E Primary Academy has a long tradition of striving to promote the principles that every person matters and is to be afforded respect, support and assistance where needed. Access to the full range of services and resources offered by the school naturally forms a part of this and the principles, In effect, are that no person is discriminated against on grounds of being different or in need of extra support in order to engage fully to their maximum potential. As defined by the 1995 Act, this refers to:

- Age
- Sex
 - gender
 - orientation
- Race
- Religious beliefs culture or activity
- Disability

In 2010 (1st October) a new Act was implemented to cover all areas of Equality, and encompass in that one Act all the differing strands formerly dealt with under Equality, Disability Discrimination Act and Accessibility Guidance. All schools are now required to formulate an Accessibility Plan and Policy within the remit of the Equality Act (2010). This document formulates a review of all the different areas covered by previous policies and plans here at DSMA and incorporates them into a single document with reference to others where relevant, and aims to help provide a projection of possible future actions and progress over the next three years to correlate with the SDP, Pupil Premium Statements etc. to inform both the strategic and operational management of the school.

- **Definitions used :** Under the Equality Act 2010 When anyone does and audit these are what they will use :
 - **Disability** is defined in this context as:
 - *“when a person has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities”.* This broad description covers physical disabilities, sensory impairments, such as those affecting sight or hearing, and learning disabilities and also some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.”
 - Long – term refers to the disability lasting, or likely to last, for a period of at least 12 months
 - **Discrimination** is defined in this context as:
 - A public body (in this case, a school) must not disadvantage a disabled pupil because of something that is a consequence of their disability. The interpretation of “discrimination” with in relation to disability in this accessibility strategy reflects changes specified in the Equality Act 2010.
 - **Schools no longer have the right to justify direct discrimination under any situation. (This was possible under the DDA ACT if it was a proportionate means of meeting a legitimate aim.)**
 - **Indirect Discrimination** is defined in this context as:
 - – a school must not do something which applies to all pupils but which is more likely to have an adverse effect on disabled pupils only.
 - **Reasonable adjustments :** Under the Equality Duty 2011 defined as (for schools) :
 - The duty to make reasonable adjustments applies to only to disabled people. Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage

AIMS

In presenting this document we believe that this plan has been drawn up to comply with the current legislation and requirements. In particular those as specified in Schedule 10 which relates to disability within the Equality Act 2010, and to ensure that:

- The school takes all steps possible to ensure it does not directly, or indirectly, disadvantage any pupil, or other person when carrying out its duties, or offering services or activities.
- The Accessibility Plan is constructed to complement the Schools' Equality Objectives
- Commitment to taking positive action within the spirit of the Equality Act 2010 to maintaining and further developing a culture of inclusion, support and awareness on levels within the school.
- To demonstrate how access issues for a variety of needs are identified and once identified how the needs can be met within the permitted reasonable adjustments being made. This accessibility strategy recognises and promotes these principles defined within the Equality Duty 2011.
 - *NB: Schools are not subject to the other reasonable adjustment duty to make alterations to physical features because this is **already considered as part of their planning duties.***
- **Future Needs** - To be proactive in assessing and implementing a plan to meet needs in the future within reasonable adjustment and costs implications using:
 - School Development Plan - To incorporate the planning for future needs in all areas of school activity and highlight the need to consider inclusion of the provision of such in future restructuring, curriculum development etc to ensure the whole school environment is moving towards pre-empting meeting the needs where possible, regardless of attendance of a disabled person, as a matter of course and expectation.
 - All Sub Committees of the, and the full, Governing Body will have a need to consider Equality and Diversity issues included in the Terms of Reference as required by the 2010 Act, by the end of the first term of the new School Year 2013.
 - Continue to raise awareness of equality issues with reference to the Equality Act 2010 by training programme for all involved- Staff, Governors, Volunteers etc.
 - Conduct Equality Impact Assessments as and when policies are reviewed and incorporate the outcomes within them.
 - Consult with stakeholders and others on a regular basis (at least annually)
 - Conduct regular Accessibility Audits – at least once a year
 - Review Accessibility Plan annually.
 - Incorporate identification of costs, grants, other methods of, and allocation and expenditure of, funding in Financial Management Strategies to ring fence monies where possible for development of accessible school environment and all new developments.
- **Curriculum** – to increase the awareness of the need to ensure disabled pupils are not disadvantaged against their able bodied peers through lack of planning and provision in
 - Teaching
 - Learning
 - Wider curriculum – e.g. Pre and After School Clubs, drama, and other activities.
 - Provision of auxiliary aids and other appropriate equipment, where possible.
- **Physical environment** - to improve access to the physical environment by consideration and provision of
 - Physical Aids
 - Improvements to the physical environment, where reasonable.
 - Other specialist facilities, e.g. physiotherapy room or similar for physical care needs.
 - Basic entrance and exit points and transport drop off pick up arrangements
- **Written information** – to improve the delivery of information provided in written formats
 - Making available in different preferred formats where possible, e.g. large print, audio, braille
 - Provision of specialist computers where indicated for learning

- Provision for web users to increase font, colour balance or similar on website of school
- Visual aids to signposting etc where appropriate
- Provision of specialist services e.g. British Sign Language, Makaton Signing, interpreters
- **Other considerations**
 - School Complaints Procedure covers the Accessibility Plan
 - Posted on the website
 - Monitored through the School's HR, and FAB committees.
 - Aware that there may be an external audit by Local Authority, Ofsted or other authorised body in relation to Schedule 10 of the Equality Act 2010
 - Formulation of an Accessibility Working Group to monitor the effectiveness of the adjustments and to provide an analysis report and feed back to the FGB. Membership of such a group would include for example representation from
 - Academy Council
 - Staff, Governors (minimum HR and FAB) and volunteers – all personnel working within the environment
 - Feedback methods
 - Tools such as Interviews and surveys of
 - Pupils
 - Parents
 - Other users (including staff, volunteers and Governors)
 - Visitors and other users (e.g. Datchet Village Society)
 - External Agencies such as RBWM, Diocese of Oxford etc.

This Plan should be read in conjunction with the following documentation

- Curriculum Policy
- Safeguarding Policy
- Data Protection and Confidentiality
- Equality Objectives (required from April 2012 –
- Health & Safety (including Off –Site policy)
- SEN Policy
- Pupil Premium Statement
- Behavioural Management Policy
- SDP/SIP
- Asset Management Plan (including building and site development)

Internal Accessibility audits should formulate part of the Walk Round Health & Safety checks and feed into the Plan as and when issues are identified.

It is important to note that what is considered 'accessible' to non-disabled person, may not be the same understanding for a disabled person and planners should not assume that only one type of aid or facility is the standard solution. They should consult as widely as possible before implementing major changes to structure or replacing major facilities such as computers or white boards. To ensure 'best match' and value are achieved. A checklist template is included as a starting point for audit when reviewing and considering access issues.

DSMA Accessibility Checklist for planning template

This checklist is designed as a guide to help identify possible barriers to access that may exist in Datchet St Mary's: it is not exhaustive or prescriptive and is an aid to encouraging a flexible approach and further questioning regarding accessibility in the school

How does DSMA deliver the Curriculum			
Do teachers, teaching assistants, volunteers and other staff have the necessary training to provide effective support?			
Are the classrooms organised in the most effective and efficient manner for disability and safety			
Do the lessons provide access for all to the opportunities to achieve			
Do lessons respond to pupil diversity			
Are all pupils encouraged to participate fully in other activities such as drama, music, PE and pre/after school clubs			
Is awareness demonstrated of different learning requirements accommodated in communicating to pupils .e.g. lip reading, time to assimilate, Makaton			
Is awareness demonstrated of differing times required by pupils to use equipment etc.			
Are pupils offered alternative ways of giving access to experiencing or understanding where they are unable to engage in particular activities for example some forms of PE			
Is specialist IT provision available for those with identified needs			
Are visits to and away from school made accessible to all			
Do staff, volunteers and Governors actively seek to remove barriers to learning and participation			
How does layout of DSMA meet the needs of all			
Does the size and layout of the whole site allow access for all			
Can pupils who use wheelchairs, frames, crutches or other aids move around freely without barriers such as raised door lips, too tight a rake on ramps, doors opening without blocking or juggling			
Are there panic alarms in places such as disabled toilets or other areas			

	Is there an emergency and evacuation procedure and system in place to inform all pupils , staff and visitors			
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DSMA Accessibility Checklist for planning template

	Are there alarms for fire and emergency procedures with audio and visual components			
	Are visual and non-visual guides used to assist people to use the buildings			
	Is the signage and décor confusing to people with visual impairment , epilepsy, some forms of dyslexia or autistic tendencies			
	Are all areas of access well lit			
	Is there a strategy to reduce background noise for people with hearing impairment in particular the Hall, Dining Room and class environments			
	Is all furniture and equipment selected, adjusted and located appropriately			
Delivery of information in alternative formats				
	Is information provided in simple language, symbols, large print or on audio or video			
	Is information provided to groups in several ways e.g. reading aloud, whiteboards, symbols and describing programs			
	Are resources available to provide information in different formats e.g. IT , interpreters, LA & other agencies			
	Are staff, governors and volunteers updated regularly in awareness			
	Are all involved in pupil learning kept updated with developments and familiar with their use in technology and practices			

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Datchet St Mary's C of E Primary Academy - Accessibility Policy

Produced by Finance and Buildings Committee

Approved at..... Date..... Signed..... Print