



Thaxted Primary School

Accessibility Policy

Policy Date: Autumn 2021	Review Date: Autumn 2023	Responsible Person: Headteacher In Conjunction with: Inclusion Manager
Other Policies to be read in conjunction with this policy:		SEND Policy Equality Information Equality and Diversity in Employment Health and Safety Policy Lettings Policy Supporting Children with Medical Conditions

This policy was approved by the Full Governing Board on the 15/10/2021

Thaxted Primary is an inclusive school and we are committed to working together to provide an inspirational and exciting learning environment for all pupils. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment.

The Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that *“schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”*.

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

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

1. OBJECTIVES

Thaxted Primary School 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. We are committed to taking positive action in the spirit of the Equality Act (2010), with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent’s knowledge of their child’s disability and its effect on their ability to carry out everyday activities and respects the parent’s and child’s right to confidentiality.

The following plan sets out to show how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs, where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Increase the access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable time-frame.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time-frame.

2. THE ACCESSIBILITY PLAN AND ACCESS AROUND THE SCHOOL

The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which remains the responsibility of the Governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items may roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of the new Accessibility Plan for the ongoing period.