

Accessibility Policy



**‘To Lift Ourselves and Others into our Best Future’ ‘I godi’n hunain a phawb
ar gyfer dyfodol disglair’**

Policy Reviewed	November 2023
Next Review Date	November 2025

Accessibility Policy

The Accessibility Plan is drawn up in compliance with current legislation and requirements, (2010 Equality Act). School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. This Accessibility Plan is structured to complement and support the school's Equality Objectives, and is published on the school website.

Equality Act 2010 Statement

It is against the law for a school or other education provider to treat disabled pupils unfavourably. This includes:

- ❖ Direct discrimination, for example refusing admission to a pupil because of disability
- ❖ Indirect discrimination, for example only providing application forms in one format that may not be accessible
- ❖ Discrimination arising from a disability, for example a disabled pupil is prevented from going outside at break time because it takes too long to get there
- ❖ Harassment, for example a teacher shouts at a disabled pupil for not paying attention when the pupil's disability stops them from easily concentrating
- ❖ Victimisation, for example suspending a disabled pupil because they have complained about harassment

Reasonable Adjustments

Schools have a duty to make 'reasonable adjustments' to make sure disabled pupils are not discriminated against. These changes could include providing extra support and aids (like specialist teachers or equipment). Schools are not subject to the reasonable adjustment duty to make alterations to physical features as this is a Local Authority responsibility. The buildings must be made accessible for disabled pupils as part of their overall planning duties.

Definition of a Disability

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Alterations to our building were designed to provide access to all pupils and visitors to the school. To illustrate:

Current Provision

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- ❖ Ramps are located at both Lower Building entrances/exits
- ❖ Ramps are located at one of the Upper Building entrances/exits/ the fire exit door. The second entrance/exit to the upper building is negotiated by a series of steps.
- ❖ There is no car parking within the school grounds, however, access can be arranged if needed.
- ❖ The two school to road entrances/exits do not have a lowered kerb. The upper school exit is used daily by the Schools Meal Service but apart from this the upper school road to school entrance/exit is kept locked and used only in emergencies. Adjacent to the lower school entrance/exit there are double entrance/exit gates that can be used as a disabled entrance/exit.
- ❖ There are no automatic opening/closing doors within the school or corridor fire doors. All entrance/exit doors and classroom and office doors are of sufficient width to allow the passage of wheelchairs.
- ❖ There are toilet facilities for the disabled in both buildings.
- ❖ The colour schemes for the whole school have been selected with the needs of the visually impaired and learners with ASD in mind, door frames and doors are of a darker colour than the classroom and corridor walls.

Curricular and Extra-Curricular Provision

The school endeavours to ensure that all pupils, including those with disabilities are able to take part and have access to the full range of curricular activities. In addition to the building adaptation described above:

The school employs, when required, additional Teaching Assistants (TAs) for children with disabilities and if necessary in accordance with their Statement of ALN or Funded IDP.

There is a range of specialist equipment is provided on the advice of external agencies to help disabled pupils participate in lesson activities.

Venues for educational visits are carefully chosen to ensure that there is access for disabled pupils, with TAs assigned to accompany them.

Risk Assessments are carried out for each disabled child on their entry to school. These ensure that the child has full access to classroom activities and lessons.

General Provision

The school endeavours to ensure that all pupils, including those with disabilities, have access to the full range of curricular and extra- curricular activities.

In addition to those described above, children with disabilities are always included in activities such as school assembly when wheelchair space, specially adapted chairs, digital microphones or individual support is provided.

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Teachers organise their classrooms to ensure that they are accessible to all. In this way pathways around classroom furniture enable access and provide space to manoeuvre. Carpet areas are large enough to enable inclusion. Within the school there are a variety of height tables / chairs that can be used to enable children to work at the required height. The advice of the Occupational Health Service is sought when considering appropriate classroom furniture. Classes meet the needs of children with hearing and visual impairments.

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Staff Training & Development

The training & development needs of staff are identified and provided for as part of the school's Professional Learning and Development. In relation to those staff who work closely with pupils with disabilities, particularly Teaching Assistants, a range of training will be provided.

In addition, the school works closely with and utilises the specialist services and expertise of external agencies, to help to ensure that disabled pupils are able to access the curriculum, for example with Visual and Hearing Impairment and Speech and Language Therapy.

Equal Opportunities

We do not discriminate (either directly or indirectly) against anyone on the grounds of their gender, race, ethnic origin, religion, ability, disability, sexuality or any aspect of their social/cultural background. Furthermore, the school community is committed to countering all forms of racial prejudice and discrimination. All procedures are designed to promote equality and diversity.

Strategic Development Priorities

- ❖ Ensure Staff have appropriate First Aid, Team Teach, ASD Training
- ❖ Strengthen staff expertise around how to support learners with a disability eg Autism, visual/hearing impairment, language/speech therapy/dyslexia etc
- ❖ Embed our planned range of teaching and learning experiences across the curriculum and our environment that challenge perception, stereotypes and discrimination against a range of disabilities and promote respect and equality.
- ❖ Liaise closely with external partners to ensure that we remain responsive to the needs of our learners and families.

Equality Statement-Our Vision for Equality and Community Cohesion

Clytha Primary School Accessibility Policy

We seek to remove barriers to learning with an engaging curriculum and delivery that will use the best of innovative educational practice and enterprise to transform teaching and learning. Our school vision is - *'to share with and inspire all with our passion for teaching and learning. Igniting a love of learning in all and influencing and empowering others to create and develop environments and opportunities where learning is a joy and it is a joy to engage.'* This vision upholds our mission statement at Clytha which is - 'To lift ourselves and others into our best future.'

These are blended into our moral purpose at Clytha, which is to ensure that our school meets the needs of all learners and is joyous. We are committed to the equality of opportunity and access for all our learners and to eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equalities Act, 2010. We further recognise the 9 protected characteristics as detailed in the Act. We will advance the equality of opportunity between all learners and ensure good relationships between all our learners and our stakeholders.