

Date Policy Approved: Spring 2022

Date Policy to be Reviewed: Spring 2025

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake 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.

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.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities".

Key Objective

To reduce and eliminate barriers to accessing the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

Principles

1. Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
2. The school recognises its duty under the DDA (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.
3. In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).
4. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
5. 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 2000 framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges;
 - responding to pupils' diverse learning needs;
 - overcoming potential barriers to learning and assessment for individual and groups of pupils.

Chorlton Park's buildings were not well designed to meet the needs of disabled pupils; however, the following actions have been carried out to improve accessibility:

- Major rebuild of part of the school to house; Year 5, Year 6, reception area, gym, toilets and offices in 2020. The new build makes a high portion of the site compliant with the Equality Act 2010;
- Using the new build's link to the existing 2 story building to create access to a new lift and with the removal of a small set of stairs on the year 3 corridor this now makes the 1st floor of the main building accessible;
- Disabled toilets were installed in the EYFS building and in the main building in 2009;
- A number of new disabled toilets are also in the Y5/6 block and on the ground floor of the main building.
- Personal Evacuation Plans are in place for all pupils that require them and these are updated annually as children move around the school and their needs change.

Action Plans

Chorlton Park School has identified the following points for action as part of its School Improvement Plan, in order to achieve the key objectives:

- the lift requires a fob for access, we will ensure that there is an awareness of support required for disabled users moving about the building;
- the internal doors are heavy and staff need to offer support to disabled users going about the site;

a) Delivery of the curriculum

School staff receive training in making the curriculum accessible to all pupils, and are aware of its importance.

The school will continue to seek and follow the advice of specialists and consultant services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

Some areas of the school were designed following assessment of its ease of access considering all types of disability of pupils and other users: ambulant, dexterity, visual, auditor and comprehension. When planning and undertaking future improvements and refurbishments in the rest of the site and premises the same consideration of accessibility is made.

The school has the following measures in its physical environment:

- Disabled car parking
- An increased number of routes in and around school, both external and internal are all level or have ramps
- New entrances do not have steps
- Internal level change is enabled with a lift and evac chairs
- Doors and corridors are of suitable width
- Disabled toilet facilities are ample and have appropriate fixtures and fittings
- Means of escape/evacuation are considered.

c) Provision of information in other formats

The school is aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

Linked Policies

The Accessibility Plan should be read in conjunction with the following policies and documents:

- Curriculum Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan
- Vision Statement

The plan is also available in the following formats, on request to the headteacher: email; enlarged print version; other formats by arrangement.