

Banister Primary School Accessibility Plan

Aims

As an inclusive school, we respect and value the diversity of the community we serve.

We are committed to raising the attainment of all our pupils with due regard to their individual, social and personal circumstances.

We believe in actively promoting equality of opportunity in every aspect of the life of all pupils, parents and staff.

We are committed to challenging discrimination against those with disabilities, ensuring equality of access and preparing all pupils for life in a diverse society.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will systematically assess, evaluate and regularly review the impact of our school accessibility plans on the life, attitudes and achievements of all groups and individuals amongst our pupils and staff.

We respect and value the diversity which exists in the wider community. We are committed to challenging attitudes that promote discrimination against those with disabilities, ensuring respect for all and preparing all pupils for life in a culturally diverse society.

Our commitment to equality for those with disabilities will be demonstrated through:

- Fostering respect for all groups and individuals, within the context of Human Rights
- Promoting non-discriminatory behaviour
- Ensuring appropriate support for individuals with disabilities within the school
- Ensuring high expectations for all
- Ensuring representation of a wider range of diversity within our curriculum and school community

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Academies, including free schools, if applicable add/amend: This policy complies with our funding agreement and articles of association.

Section 1: How does our school provide accessibility to the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support pupils with disabilities?	✓	
Are your classrooms optimally organised for pupils with disabilities?	✓	
Do lessons provide opportunities for all pupils to achieve?	✓	
Are lessons responsive to pupil diversity?	✓	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓	
Are all pupils encouraged to take part in music, drama and physical activities?	✓	
Do staff recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	✓	
Do you provide access to computer technology appropriate for students with disabilities?	✓	
Are school visits made accessible to all pupils irrespective of attainment or impairment?	✓	
Are there high expectations of all pupils?	✓	
Do staff seek to remove barriers to learning and participation?	✓	

Section 2: Are your school buildings and equipment designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas (including all academic, sporting, play, social facilities, classrooms, halls and playground) allow access for all pupils?	✓	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓	
Are emergency and evacuation systems set up to inform all pupils, including pupils with SEND; including alarms with both visual and auditory components?	✓	
Are areas to which pupils should have access well lit?	✓	
Are steps made to reduce background noise for hearing impaired pupils?	✓	
Is furniture and equipment selected, adjusted appropriately?	✓	

Section 3: How does your school deliver information in accessible formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms or printed information?	✓	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities?	✓	
Do you have the facilities such as ICT to provide written information in different formats?	✓	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓	

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by general purposes committee.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- School Equality plan
- SEND policy and local offer
- Supporting pupils with medical conditions policy

Reviewed: Autumn 2021

Next Review: Autumn 2024