

# St. Helen's Church of England School

## Accessibility Plan

2019-2022



### Introduction

St Helen's Church of England School is committed to providing an environment that enables full access and participation in the school community for all pupils, parents, staff and visitors regardless of their educational, physical, sensory, social, spiritual, emotional or cultural needs.

### 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.

### Equality Statement

At St. Helen's Church of England School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. Through our values-based curriculum design, we aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

At St. Helen's, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

### Equality in Teaching and learning

We provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. We do this by:

- Ensuring equality of access for all pupils and preparing them for life in a diverse society;
- Using materials that reflect the diversity of the school, population and local community without stereotyping;
- Promoting attitudes and values that challenge any discriminatory behaviour or prejudice;
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seeking to involve all parents in supporting their child's education;
- Utilising teaching approaches appropriate for the whole school population which are inclusive and reflective of our pupils;

## **Equality in Admissions and Exclusions.**

Our admissions arrangements are fair and transparent and do not discriminate on the grounds of race, gender, religion, belief, disability and/or socio-economic background.

## **Equal Opportunities for Staff**

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available on request
- Braille or audio version can be made available on request

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and the Local Schools Committee.

## **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:

- a) They have a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on their ability to carry out 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.

This policy complies with our funding agreement and articles of association.

**Monitoring arrangements**

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

It will be approved by the Alumnis Multi-Academy Trust Board of Directors

**Review and Evaluation:**

This plan will be reviewed every three years and reported on annually, but may be revised and updated more frequently if a person with a specific area of need or disability joins the school plan.

**Linked Policy Documents**

- Risk Assessment Policy
- Health & Safety Policy
- Equality Policy
- Admissions Policy
- SEND Policy
- Inclusion Policy
- Supporting Pupils with Medical Conditions Policy

## **Appendix 1**

### ***Action Plan for admission of a child or a parent/guardian with a disability***

To meet the educational and personal needs of the child or the personal needs of a parent/guardian.

1. Parents/Guardians will carry out an initial visit, usually with the Headteacher.
2. Parents/Guardians will have an initial consultation meeting with the Headteacher and/or SENDCO.
3. A list of priorities will be made to encompass the needs of the child. These will then be addressed to enable the child to access all areas of the curriculum, including the outdoor environment.
4. If a child has an EHCP, the high needs aspect of the school budget may be used to purchase targeted staffing solutions, extra equipment or facilities.
5. Without an EHCP, needs may be supported directly from the school budget or additional funding and advice may be sought from the Devon County Council 0-25 Team.
6. Any prescribed medication will need to be discussed and included in a Health Care Plan which will be written to meet the specific needs of the child (see Policy for Supporting Pupils with Medical Conditions and the Administration of Medicine).
7. The child may need a Personal Emergency Evacuation Plan (PEEP).
8. The Emergency Evacuation Plan may need modifying.
9. There may need to be meetings with other agencies and specialists.
10. An individual Home/School agreement may need to be developed.