



Sunningwell C of E Primary School

Accessibility Policy

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.

Values

Sunningwell C of E Primary School believes that each child is unique; created in the likeness of God, and each has the right to learn free from impediments and prejudice. Sunningwell will remove barriers where possible and support children and families to access learning including a wide range of opportunities for the personal development of all children within and beyond the curriculum. The physical spaces in and around the school have been assessed and adapted to facilitate access and teachers continually review the curriculum and teaching methods to respond to the needs of the children in their care (please read the school's Access Plan in conjunction with this policy).

Legislation

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](#).

Local authorities and schools have had a duty to provide reasonable adjustments for disabled pupils since 2002. This was originally under the Disability Discrimination Act 1995 (the DDA) and subsequently under the Equality Act 2010. There are three key duties:

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To publish and implement accessibility strategy to increase access to school education for disabled pupils.

From September 2012 the reasonable adjustments duty for local authorities and schools included a duty to provide auxiliary aids and services for disabled pupils. More guidance on the definition of disability is available from <https://www.gov.uk/definition-of-disability-under-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 reasonable adjustments duty is triggered only where there is a need to avoid 'substantial disadvantage'.

The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following; mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand, or perception of risk of physical danger.

A child's ability to memorise, concentrate, learn, speak, move, make and maintain positive relationships is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may amount to a disability.

Health and Safety

The Equality Act 2010 does not override health and safety legislation. If making a particular adjustment would increase the risks to the health and safety of any person (including the disabled pupil in question) then this is a relevant factor in deciding whether it is reasonable to make that adjustment. However, as with the approach to any question of health and safety and risk assessment, the school is not required to eliminate all risks. Suitable and sufficient risk assessments will be used to help determine where risks are likely to arise and what action can be taken to minimise those risks.

Charging arrangements for making reasonable adjustments

It is unlawful for a setting or school to charge a child for making reasonable adjustments in any circumstances, whatever the financial cost to the school and however the setting or school is funded.

Increasing access to the curriculum, extended curriculum and residential trips

The County Council provides support to the school to help us implement our accessibility plans. Many children and young people have mental health needs which are a barrier to their inclusion in education and wider school life. [Mental Health and Behaviour in Schools \(DfE Nov 2018\)](#) provides guidance on supporting pupils with mental health needs.

Specialist training, equipment and resources

Any specialist medical training the school staff may require will be provided, monitored and supported by Oxfordshire's Shared Care Protocols for Children. The protocols support the care of children in any setting across disciplines and agencies in a safe and accountable manner. The school and the County Council will work in partnership with the health services to provide a range of specialist aides, equipment and ICT to promote disabled pupils' access to the curriculum.

Supporting children and young people to develop meaningful and reciprocal friendships

The school is committed to supporting all children to develop meaningful and reciprocal friendships. The school's Christian based values include friendship, forgiveness, trust, perseverance and 'TOBY' (Thinking of Others Before Yourself). These are encouraged and supported across all areas of school life and by all members of the staff to make social interactions positive and fulfilling for all children.

Improving the physical environment

The school considers the safety and access rights of all children and will make all reasonable adjustments to enable children to learn. These may include considering how to improve the physical environment for children with hearing and visual impairment, physical disabilities, communication and interaction needs and those children with attention difficulties.

Signed _____ Headteacher (June 2020)

Signed _____ Chair of Governors (June 2020)

This Policy will be reviewed annually by the Headteacher and in June 2024 by Governors or as needed

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

This policy will be made available online on the school website, and paper copies are available upon 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.