



Banks Road Primary School

Accessibility Policy and Plan 2016/17

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.

According to the Equality Act 2010 a person has a disability if;

- He or she has a physical or mental impairment and
- The impairment has a substantial and long-term adverse affect on his or her ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past, for example, those who have recovered from cancer and people with a history of mental illness, they are still covered by the legislation for the rest of their life.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

Banks Road Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Aims and Objectives

Our key objective is to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils, staff, volunteers, parents and visitors with a disability.

Banks Road Primary School recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents and child's right to confidentiality.



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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 2014 framework which underpin the development of an inclusive curriculum.

Physical Environment

Banks Road Primary School is a two storey building with corridors wide enough for wheelchair access. There is a lift to enable those with mobility difficulties to access the first floor. Ground floor classrooms have direct access to the outside with doors that lead directly onto the playground areas. There is an adult disabled toilet on the ground floor. On-site car parking for staff and visitors includes four dedicated disabled parking bays. All entrances to the school are flat and have double doors fitted. The school has internal emergency signage and escape routes are clearly marked.

Education and related activities

Banks Road Primary School will continue to seek and follow the advice of LA services, such as specialist teacher advisors and SEN advisers and appropriated health professionals from the local NHS trusts. The schools SENCo, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum and wider school activities. This may include the deployment of teaching assistants to facilitate participation. Staff will be provided with appropriate training to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

Provision of Information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Linked Policies

This policy will contribute to the review and revision of related school policies/.documents, e.g.
School Improvement Plan
SEN Policy
Equality and Diversity Policy

Review Date:

July 2018