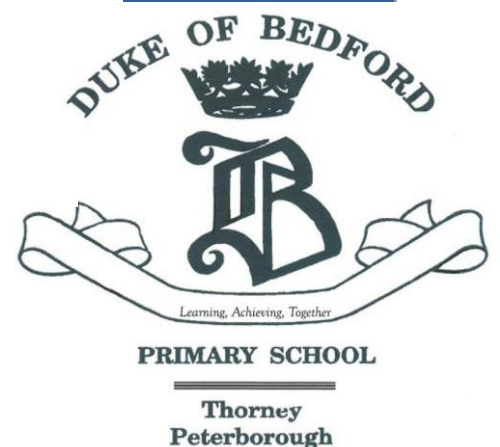


Duke of Bedford Primary School

Accessibility Policy

February 2022

Duke of Bedford Primary School, Wisbech Road, Thorney, PE6 0ST
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1. 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

At The Duke of Bedford we aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The School Context

The Duke of Bedford Primary School comprises a main single storey block with one flight of stairs leading to the staffroom. There are a number of areas outside where slopes allow access to the building. Whilst the Equality Act does not require schools to change their premises, it does require long-term plans to be made for improving access to the premises.

The Duke of Bedford Primary School is committed to providing all children (as well as their parents or carers, and other visitors to the school) every opportunity to achieve their potential in every aspect of school life. When a request is received from parents or the Local Authority for a pupil to attend the school, professional advice from Support Services and other relevant professionals will be sought when necessary, to enable an assessment of the individual's needs to be made. This will include access to the various parts of the school and the requirements of the National Curriculum. Parents and carers of pupils with disabilities will be consulted to identify and where possible, remove any obstacles to learning. Such obstacles could include physical, sensory, learning difficulties or emotional or social development as well as the learning environment experienced within the school.

The Staff at The Duke of Bedford Primary School value pupils of different abilities. The National Curriculum will be implemented to meet the specific needs of individuals and groups of children by:

- Setting suitable learning challenges, including individual Special needs action plans (SNAPs) or group education plans (GEP).
- Responding to children's diverse learning needs, overcoming potential barriers to learning for individuals and groups of pupils, by accessing adult support, intervention programmes, tailored speech and language therapy programmes, use of technology and visual aids.
- Ensuring individuals are able to access other curricular opportunities outside the National Curriculum such as school trips, after school clubs, and special events; sports days and visitors coming into school.

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. If there are any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. 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.

3. 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 the governing board.

4. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

When planning their work, the staff will take in to account the abilities and needs of all the children and provide differentiated work accordingly. This may involve modifying learning objectives, teaching styles and access strategies. Monitoring of progress and provision will be carried out by the SENCo and used to inform future planning of provisions to meet each individual's needs. This could include applying for examination concessions when appropriate.

Most written information is presented in different formats to make it accessible. This includes:

- differentiation of class work and homework tasks
- visual presentation of information and timetables
- use of appropriate fonts and font sizes.
- use of coloured reading overlays as required.
- the school is aware that the Local Authority is able to provide translation services and Braille copies if required.