

Disabled Access

Date	Review Date	Coordinator	Nominated Governor

We believe this policy relates to the following legislation:

- Road Traffic Act 1991
- Education (School Premises) Regulations 1999
- Special Educational Needs and Disability Act 2001
- Regulatory Reform (Fire Safety) 2005
- Building Regulations 2010
- Equality Act 2010
- School Premises (England) Regulations 2012

The following documentation is also related to this policy:

- Accessible Schools: Planning to Increase Access to Schools for Disabled Pupils (DCSF)
- Planning and Access for Disabled People - A Good Practice Guide (Department for Communities and Local Government)
- Promoting Disability Equality in Schools (DCSF)

We have a duty under the Road Traffic Act 1991, the Fire Safety Regulatory Reform Order 2005 and the Equality Act 2010 to provide adequate access for disabled people.

We believe we have worked hard at making the entrances and exits accessible for disabled people. We are always looking at ways of improvement and we acknowledge that under the above Acts we are required to make reasonable adjustments to the building to improve access for disabled people.

The Special Educational Needs Disability Act defines disability as people who have any of the following:

- Physical disability
- Sensory impairment such as visual and hearing
- Mental health problems
- Chronic illness such as asthma, epilepsy and diabetes
- Medical conditions
- Asperger's Syndrome/Autism Spectrum Disorder
- Special learning difficulties
- Any other conditions which affects people's ability to study

We aim to provide access to our buildings, facilities and curriculum for all those who wish to access them. We are committed to improving access within the limitation of the physical structure of the buildings and other resources.

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Annually we will undertake an audit of all entrances and exits as we are committed to providing a safe and welcoming school entrance that is accessible to all pupils, school personnel and visitors to the school.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To identify barriers to access, to regularly review the school premises and to produce an accessibility plan.
- To make all reasonable adjustments to ensure that pupils, school personnel or visitors with disabilities are not disadvantaged in any way.
- To anticipate the needs of pupils, school personnel or visitors before they join the school.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- A duty to identify barriers to access, to regularly review the school premises and to produce an accessibility plan;
- Delegated this responsibility to the Sites and Buildings Subcommittee and the Headteacher;
- Delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- Responsibility for ensuring that the school complies with all equalities legislation;
- Nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- Responsibility for ensuring funding is in place to support this policy;
- Responsibility for ensuring this policy and all policies are maintained and updated regularly;
- Responsibility for ensuring all policies are made available to parents;
- The responsibility of involving the School Council in the development, approval, implementation and review of this policy;

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- Make effective use of relevant research and information to improve this policy;
- Responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- Ensure all school personnel, pupils and parents are aware of and comply with this policy;
- Work closely with the Sites and Buildings Subcommittee;
- Provide leadership and vision in respect of equality;
- Provide guidance, support and training to all staff;
- Monitor the effectiveness of this policy;
- Annually report to the Governing Body on the success and development of this policy

Role of the Sites and Buildings Subcommittee

The Sites and Buildings subcommittee will:

- Undertake an annual audit of all access and exits of the school premises in order to identify any problems and to plan improvements;
- Annually review and update if necessary the accessibility plan for the school;
- Ensure fire risk assessments are in place
- Seek specialist advice from outside agencies;
- Ensure all school personnel, pupils and parents are aware of and comply with this policy;
- Monitor the effectiveness of this policy;
- Annually report to the Governing Body on the success and development of this policy

The Annual Audit

The annual audit considers:

The Physical Environment of the school	In place (Yes/No)	Replace/Upgrade (Yes/No)	Cost £	To be undertaken by
Automatic doorways			£	
Wide external / internal doorways			£	
Ramps / slopes			£	
Covered ramps			£	
Obstruction free entrances and exits			£	
Obstruction free corridors / pathways			£	
Classroom access / egress			£	
Classroom egress / fire escapes			£	
Flat safe external and external pathways			£	
Slip and trip free surfaces			£	

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Intercom door entry system			£	
Handrails and grab rails			£	
Disabled vehicle parking bays			£	
Clear signage			£	
External lighting			£	
Lifts			£	
Disable toilets			£	
Access to disabled toilets			£	
Washroom and shower facilities			£	

Role of School Personnel

School personnel will:

- Comply with all aspects of this policy;
- Be trained in:
 - Disabled access issues
 - Health and safety risk management
 - And the reporting of identified hazards
- Implement the school's equalities policy and schemes;
- Report and deal with all incidents of discrimination;
- Attend appropriate training sessions on equality;
- Report any concerns they have on any aspect of the school community

Role of Pupils

Pupils will:

- Be aware of and comply with this policy;
- Listen carefully to all instructions given by the teacher;
- Ask for further help if they do not understand;
- Treat others, their work and equipment with respect;
- Support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- Liaise with the school council;
- Take part in questionnaires and surveys

Role of the School Council

The School Council will be involved in:

- Discussing improvements to this policy during the school year;

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- Organising surveys to gauge the thoughts of all pupils;
- Reviewing the effectiveness of this policy with the Governing Body

Role of Parents/Carers

Parents/carers will:

- Be aware of and comply with this policy;
- Be asked to take part periodic surveys conducted by the school;
- Support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Raising Awareness of this Policy

We will raise awareness of this policy via:

- The School Handbook/Prospectus
- The school website
- The Staff Handbook
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- School events
- Meetings with school personnel
- Communications with home such as weekly newsletters and of end of half term newsletters
- Reports such annual report to parents and Headteacher reports to the Governing Body
- Information displays in the main school entrance

Training

All school personnel:

- Have equal chances of training, career development and promotion
- Receive training on this policy on induction which specifically covers:
 - Disabled access issues
 - Health and safety risk management
 - Reporting of identified hazards
 - Equal opportunities
 - Inclusion
- Receive periodic training so that they are kept up to date with new information
- Receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Equality Impact Assessment

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Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Headteacher:		Date:	
Chair of Governing Body:		Date:	

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Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups															Conclusion													
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No			
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS					
		✓			✓			✓			✓			✓			✓			✓			✓			✓			
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date

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Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated governor in place				
• Coordinator carries out role effectively				
• Headteacher, coordinator and nominated governor work closely				
• Policy endorsed by governing body				
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
A statement outlining the overall effectiveness of this policy				

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Policy Approval Form

Policy Title:						Date when written:			
Policy written by:						New Policy (✓ or x)	<input type="checkbox"/>	Revised Policy (✓ or x)	<input type="checkbox"/>
Stakeholders consulted in policy production: (✓ or x)	Governors	Senior Leadership Team	Teaching Personnel	Support Personnel	Administrative Personnel	Parents	Pupils	Local Community	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date when approved by Governors:			Date when presented to stakeholders:			Date when implemented:			
Published on: (✓ or x)	School Website			School Prospectus			Staff Handbook		
	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		