



ACCESSIBILITY POLICY

Review Date: Oct 2024

Next Review: Oct 2026

This Accessibility Policy addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014.

These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- To increase the extent to which disabled students can participate in the school's curriculum.
- To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
- To improve the delivery of information to disabled students, so information is as available as it is for students who are not disabled.

DEFINITION OF DISABILITY

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

- 'substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection

RATIONALE

To reduce and eliminate barriers, to enable access to the curriculum and to full participation in the school community for pupils, and prospective pupils, staff, volunteers and visitors with a disability.

AIMS

- Compliance with the Equality Act (EA) and Code of Practice (CoP) is consistent with the school's aims and single equalities, and the operation of the school's SEND policy.
- The school recognises its duty under the Disability Discrimination Act (DDA) and CoP and will use best endeavours to:
 - Not discriminate against pupils with a disability in their admissions and exclusions, and provision of education and associated services.
 - Take reasonable steps to avoid putting pupils with a disability at a substantial disadvantage.
- The school will publish this policy on our school website.
- In performing their duties, governors and staff will have regard to the DDA and CoP.
- The school recognises and values parents' knowledge of their child's disability and its effect on his / her ability to carry out normal activities.
- The school respects the parents and child's right to confidentiality.

- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet their individual needs. We endorse the key principles of the National Curriculum 2014 which underpin the development of a more inclusive curriculum:
 - Setting suitable learning challenges
 - Responding to pupils' diverse needs
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils

GUIDELINES

Education and related activities

- The school will continue to seek and follow the advice of LA services, such as SEN professionals and appropriate health professionals from the local NHS trusts.
- Class teachers, in conjunction with the school's SENCO, have 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.

Physical environment

- The school buildings are suited to providing wheelchair access. Learning environments are 1 level, all of which are wheelchair accessible.
- The site has disabled toilets, which can be used by children or adults.
- The school will take account of needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Provision of information

The school will make itself aware of local services, including those provided through the LA local offer (link via the school's website), for providing information in alternative formats when required or requested.

Appendix A

Section 1 - How does Uplands Community Primary School deliver the curriculum?	Yes	No
Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Yes	
Are the classrooms accessible and organised for pupils with a disability?	Yes	
Are lessons responsive to pupil diversity?	Yes	
Do lessons involve work to be done by individuals, pairs, groups and whole class?	Yes	
Are all pupils encouraged to take part in music, drama and physical activities?	Yes	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading, dyslexic pupils' writing?	Yes	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Yes	

Do staff provide ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	Yes	
Do we provide access to computer technology appropriate for students with disabilities?	Yes	
Are School visits made accessible to all pupils, irrespective of attainment or impairment?	Yes	
Are there high expectations of all pupils?	Yes	
Do staff seek to remove all barriers to learning and participation?	Yes	
Section 2 – Is Uplands Community Primary School designed to meet the needs of all pupils?		
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, hall, library and playground – allow access for all pupils?	Yes	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs and toilet facilities?	Yes	There are some steps to the playground.
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	Yes	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	Yes	
Are non-visual guides used, to assist people to use buildings?		Limited - would be developed if required.
Could any of the décor or signage be considered to be confusing or disorientating for pupils with a disability with visual impairment, autism or epilepsy?		No
Are areas to which pupils have access well lit?	Yes	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	Yes	Limited in the hall due to the poor acoustics.
Is furniture and equipment selected, adjusted and located appropriately?	Yes	
Section 3: How does Uplands Community Primary School deliver materials in other formats?		
Do we provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	Yes	Makaton used with some children.
Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	Yes	
Do we have facilities such as ICT to produce written information in different formats?	Yes	
Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Yes	

Disability Equality Scheme ACTION PLAN 2024-2025

PRIORITY	ACTION REQUIRED	SUCCESS CRITERIA	TIMESCALE	RESPONSIBLE PERSON(S)	OUTCOMES & ACTIONS
Review needs and views of parents with children with disabilities or additional needs to ensure that Uplands is a fully inclusive school	Work with the parents whose children are joining Uplands in September to ensure a smooth transition into school. Create a personalised Risk Assessment for the identified children.	<ul style="list-style-type: none"> ▪ Meetings held with the parents of the identified children. ▪ Risk Assessments created and implemented. 	July 2025	KD and JP	
Ensure good access arrangements for ALL children in and around school	Review (Personal Emergency Evacuation Plan (PEEPs) each term through agenda item on the Finance and Resources Committee if necessary.	<ul style="list-style-type: none"> ▪ PEEP Item to be added to Finance and Resources Committee if necessary. ▪ PEEP written for any child or member of staff requiring one. 	July 2025	KD and JP	
Ensure positive access to the curriculum and wider curriculum, particularly in Music and PE	Meet with all teachers and identify parts of the curriculum	<ul style="list-style-type: none"> ▪ All stakeholders feel that PE provision is inclusive. ▪ Inclusive sporting activities are planned for and observed by PE lead. ▪ Contact PGL and confirm needs and accessibility. ▪ Ensure compliant and full access of equality. 	September 24 onwards	JP	
Ensure disability is positively represented, in our school library	<ul style="list-style-type: none"> • Create a list of appropriate books. • Buy books and display, with other books, in a prominent place in the library. • Monitor books use and take-up. 	<ul style="list-style-type: none"> ▪ A wide range of books are bought to reflect our diverse community. ▪ Children take out the books and enjoy them. 	September 23 onwards	KD	
	<ul style="list-style-type: none"> • Teachers and assistants have trained to teach and support disabled children / young people. Staff are confident about 	<ul style="list-style-type: none"> • 			

	meeting the needs of children / young people with a disability. α				
	<ul style="list-style-type: none"> All school staff and the governors have had access to training on equality and diversity. 	•			
	<ul style="list-style-type: none"> All first aiders to complete Educare training: Administration of medication in schools. 	•			
	<ul style="list-style-type: none"> We take advice to ensure our classrooms are optimally organised and resourced for disabled children / young people. 	•			
	<ul style="list-style-type: none"> Positive images of people with different abilities are apparent in the classrooms and the school generally. 	•			
	<ul style="list-style-type: none"> Lessons are responsive to diversity. Lessons allow children / young people to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability. 	•			
	<ul style="list-style-type: none"> Staff recognise and allow for the mental effort/additional time required by some disabled children / young people, e.g. using lip reading, processing time for children / young people on the ASD Spectrum. 	•			
	<ul style="list-style-type: none"> When renewing computer hardware and software, machines and materials are chosen to support children / young people with a disability, e.g. vocalising 	•			

	braille, touch screen, assistive technology.				
	<ul style="list-style-type: none"> The school links with other schools to share good practice. 	•			
	<ul style="list-style-type: none"> Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if there could be a disability dimension. 	•			
	<ul style="list-style-type: none"> Access Arrangements are used when appropriate to support children / young people with accessing assessments. 	•			
	<ul style="list-style-type: none"> The school signpost children, young people and families to further support e.g. FISH, ERVIP, SENDIASS. 	•			
	<ul style="list-style-type: none"> A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion. 	•			
	<ul style="list-style-type: none"> In considering the school budget there is a clear plan to improve access and resources for those with a disability. 	•			
	<ul style="list-style-type: none"> Emergency and evacuation systems set up to inform all pupils including children / young people with SEN, including alarms with both visual and auditory components. 	•			
	<ul style="list-style-type: none"> Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety 	•			

	provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.				
	<ul style="list-style-type: none"> There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to. 	<ul style="list-style-type: none"> 			
	<ul style="list-style-type: none"> Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI children / young people and advice sought from other agencies to take appropriate measures in the classroom. 	<ul style="list-style-type: none"> 			
	<ul style="list-style-type: none"> The décor and / or signage is not confusing or disorientating for children / young people with a visual impairment, autism or epilepsy. Colour schemes provide colour & tonal contrast for VI children / young people. Labels and signs are presented pictorially and in written word if needed for people with a disability. 	<ul style="list-style-type: none"> 			
	<ul style="list-style-type: none"> Information is provided in simple language, symbols, large print, on audiotape or in braille for children / young people and prospective pupils who may have difficulty with forms of printed information. 	<ul style="list-style-type: none"> 			
	<ul style="list-style-type: none"> ICT facilities are used to produce written information in different formats as appropriate. 	<ul style="list-style-type: none"> 			

	<ul style="list-style-type: none"> • Staff are familiar with technology and practices developed to assist people with disabilities. External agencies have raised staff awareness i.e. VI, HI, autism team, occupational / physiotherapists, speech and language therapists, school nurses, Health visitors. 	<ul style="list-style-type: none"> • 			
	<ul style="list-style-type: none"> • There is an effective process to deal with both complaints and positive suggestions from the parents of children / young people with a disability. 	<ul style="list-style-type: none"> • 			

October 24

