

# **NORTH FERRIBY C OF E PRIMARY SCHOOL**

## **Accessibility Policy and Plan**



**Completed By: Jo Spencer**

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# **A Christian school with Children at its heart**

## **Our Vision:**

Our vision is to be a Christian school 'with children at its heart.'

Based on *Proverbs 22:6* 'Train up a child in the way he should go and, when he is old, he will not depart from it'.

Our understanding of this in school is that it is our duty to provide opportunities for children to develop spiritually, morally and creatively and that this will shape their identity and lead them into a happy, healthy future.

We believe that every decision made in school should be rooted in what is spiritually, morally and academically right for our pupils.

## **Our Mission:**

Our mission at North Ferriby CE Primary is to provide a love of life and learning within a school where children feel cared for, supported, respected and safe. We always strive for academic excellence and provide an exciting, enriching curriculum for all our children. We help every child fulfil their potential and we celebrate everyone's uniqueness and the gifts and talents they have.

Every child is precious, and it is a privilege to play a part in their development. We aim to provide them with the skills, knowledge, resilience, enthusiasm and life skills which will equip them to lead a rewarding and happy life.

## **Our Values:**

Friendship

Courage

Perseverance

Respect

## School Aims

In our school everybody should work constantly to develop a purposeful and quality environment, well ordered for work and free from unnecessary interruption and intimidation. We believe this environment is necessary to create a broad and balanced curriculum where everybody has opportunities to achieve their own personal best. We believe our school aims will develop us; spiritually, morally, socially and culturally and thus prepare us for the next challenges and opportunities in our lives.

North Ferriby Primary School is committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We plan, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school and an Accessibility Plan will be drawn up to address this.

## Introduction

The Equality Act 2010 replaced all existing equality legislation including the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It consolidated this legislation and extended protection from discrimination. It is unlawful for North Ferriby Primary School to discriminate against a person by treating them less favourably because of a 'protected characteristic' (as defined at section 2).

The Public Sector Equality Duty, which is part of the Equality Act, came into force on 6 April 2011. It requires all public bodies, including schools, when carrying out their day to day work, to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

This includes pupils and staff.

## Statutory Requirements: The Specific Duties

North Ferriby Primary School has a duty to make **reasonable adjustments** for pupils with a disability. The DfE non-statutory guidance states that this duty can be summarised as follows:

- Where a disabled pupil is placed at a disadvantage compared to other pupils then the school must take reasonable adjustments to try and reduce/remove the disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and if such an aid would alleviate any substantial disadvantage, that the pupil faces in comparison to non-disabled pupils.
- Schools are not subject to the other reasonable adjustment duty to make alterations to physical features, because this is already considered as part of their planning duties.

## 2. Definitions

**Protected Characteristics** - It is unlawful for us to discriminate against a pupil, prospective pupil, parent, member of staff by treating them less favourably because of their:

- Age
- Disability
- Gender
- Gender reassignment
- Race
- Religion, faith or belief including lack of belief
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity

This includes:

- Admissions
- The way education is provided to pupils
- The way pupils are able to access any benefit, facility or service
- Excluding a pupil or subjecting them to any other detriment

**Disability** - as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, such as HIV, multiple sclerosis and some cancers are considered as disabilities, regardless of their effect.

**Long Term Disability** - is defined as lasting, or likely to last, for at least 12 months.

**Disability Special Provision** - we will treat disabled pupils more favourably than non-disabled pupils by making reasonable adjustments to put them on a more level footing with pupils without disabilities, either through reasonable practices or auxiliary aids and services. This will be complemented by our Accessibility Plans.

**Reasonable adjustments** Factors we may consider when assessing the reasonableness of an adjustment may include the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements and whether aids have been made available through the Special Educational Needs route. Cost will be a factor in determining what is reasonable.

We will generally try to ensure that disabled pupils can play as full a part as possible in school life and the reasonable adjustments duty will help support this. However, there will be times when adjustments cannot be made because to do so would have a detrimental effect on our other pupils and would, therefore, not be reasonable. For example, if we put on a geography field trip which necessarily involved climbing and walking over rough ground, we would fully consider alternatives to accommodate a disabled pupil in a wheelchair. However, after it had been determined that there was no viable alternative or way of enabling the disabled pupil to participate or be involved, we would not have to cancel the trip as originally planned. This is unlikely to constitute direct discrimination or failure to make a reasonable adjustment.

Many pupils with a disability will have an EHC plan and auxiliary aids provided by East Riding of Yorkshire Council and so may not require anything further. However, if the disabled pupil does not have an EHC Plan (or the plan does not provide the necessary aid), then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

**Accessibility Plans** are implemented to ensure that:

- the extent to which disabled pupils can participate in the curriculum is increased
- the physical environment of the school is improved to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- the availability of accessible information to disabled pupils is improved

**Parents** - Any reference to a parent in this policy is a wide reference (as in education law generally) not only to a pupil's birth parents, but to adoptive, step and foster parents, or other persons who have parental responsibility for, or who have care of, a pupil.

**Staff** includes teaching and non-teaching staff.

### 3. Responsibilities

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

School Governors are accountable for ensuring:

- implementation
- that regard is given to the need to provide adequate resources for the implementation.
- review and reporting on progress is undertaken.

The head teacher is responsible for:

- Providing accurate and appropriate information to the Governing body to enable them to publish and demonstrate compliance with the Public Sector Equality Duty.
- Making sure that steps are taken to address the school's accessibility plan.
- Making sure that equality and access plans are readily available and that the Governors, staff, pupils, parents and guardians know about them.
- Providing regular information for staff and Governors about progress against the accessibility plan.
- Taking appropriate action in cases of discrimination.

All staff are responsible for:

- Eliminating discrimination and other conduct that is prohibited by the Act.
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.
- Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Visitors and contractors are responsible for following the Accessibility Policy.

### 4. Our Accessibility Aims

**North Ferriby Primary School** plans over time to increase the accessibility of provision for all pupils, staff and visitors to the school.

Our aims are:

1. Increasing the extent to which disabled pupils can participate in the school curriculum and can access the physical environment of the school
2. Improving the delivery of written information to disabled pupils, staff, parents and visitors in an appropriate format.
3. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of their education and associated services

### Engagement and Consultation

The following people were engaged and consulted upon in the development of this Policy:

Governors

Teaching staff

Non-teaching staff

### **Monitoring and Evaluating**

The Accessibility Policy and Plan will be reviewed regularly and at least every two years. It is structured to complement and support the school's Equality Objectives which are reviewed regularly in accordance with the individual action plan for each objective. New objectives will be set and published at least every three years.

### **Publishing**

In order to ensure that our accessibility plan is easily accessible, we will:

- Publish the plan on our website
- Highlight the information in our staff meetings
- Ensure a hard copy is available in different formats, when applicable, for those people who are visually impaired
- Ensure translation is available to those people whose English is not their first language if necessary.

### **5. References**

Equality & Human Rights Commission, *The Essential Guide to the Public Sector Equality Duty*, 2011

Department of Education, *Equality Act 2010, Advice for School Leaders, School Staff, Governing Bodies and Local Authorities*, September 2012,

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## **North Ferriby' Access Audit**

### **1 – Approach Routes and Street Furniture**

- 1.1 – The school is within a convenient walking distance of the public highway on Church Road. Public transport links are close by with a bus stop being available at Ferriby Crossroad. The car park is adjacent to the main school entrance on both sites.
- 1.2 – All paths within the school grounds are wide enough to allow suitable access by a wheelchair user. The caretaker ensures that all shrubbery is trimmed back and low branches are avoided.
- 1.3 – All outdoor surfaces are free from cracks or gaps that could trap the wheels of a wheelchair or cause a tripping hazard.
- 1.4 – There are road markings and a street sign on Ferriby High Road identifying the school location.
- 1.5 – All paths are free from hazards such as bollards or litter bins. Planting is kept to a minimum in the borders that surround the school.
- 1.6 – All of the school's main exit routes feature outward opening doors. They are all of a darker colour.
- 1.7 – Both front entrance porches have two chairs where visitors can sit and wait if needed. The two main playgrounds where the children are dropped off/picked up both have seating areas available.

### **2 – Car Parking**

The school has a small car park with sufficient parking for around twenty cars on one side and 10 cars on the other. The school gates are closed during drop off and collection times. -The school car park has one accessible bay for blue badge holders.

- 2.1 - There is clear, yellow signage on the floor of the accessible bay.
- 2.2 – The car park bay is wide enough to allow disabled drivers and passengers to fully open their doors and transfer to a wheelchair that can be situated alongside.
- 2.3 – The car park is located next to the main school entrance.
- 2.4 – The car park has a smooth surface that is even and free from loose stones. There is a small (2”) slightly raised kerb from the car park to the adjacent path. There is a dropped kerb giving access to the path within close proximity of the car park.

### **3 – External Ramps**

3:1 - The school has one external ramps on the KS1 site

### **4 – External Steps**

4.1 – The school has one step entering the KS1 site but a ramp is available around the corner

### **5 – Entrances**

5.1 – The front of the school is accessed by one path that leads directly to the main front door.

5.2 – The door is wide enough to allow full access by a wheelchair user.

5.3 – The external floor is level and flush with the internal floor.

5.4 – People on either side of the door can clearly see each other through the full glass door. There are school logo markings half way down the door that are colour contrasted against the background.

5.5 – The door handle and access are all at a suitable height for both seated and standing users.

5.6 – The main entrance door can be opened single handedly. There is always at least one member of school staff based in the office who can assist visitors, children and staff getting into the school if needed.

5.7 – There is a fixed weather mat floor on entry that is of a firm texture and is flush with the floor.

### **6 – Reception Areas and Lobbies**

6.1 The KS2 school reception area has ONE welcome desks allowing staff to have a clear view outside and will allow them to provide assistance if required.

6.2 – The entrance and reception area are well lit.

6.3 – There is currently no induction loop fitted.

### **7 – Corridors and Internal Surfaces**

7.1 – All corridors are wide enough for wheelchair users to manoeuvre.

7.2 – All corridors are free from obstruction to wheelchair users and people with sight impairment.

7.3 – All key areas of the school are accessible for all users.



7.4 – All floor surfaces are level throughout the school and all junctions between floor surfaces have appropriate connections.

7.5 – Many of the walls within the school contain murals, including the main pupil WC areas. The two accessible toilets and the staff WCs have plain walls.

## **8 – Internal Doors**

8.1 – All internal doors are distinguishable from their surroundings and contain small square panes of glass.

8.2 – People on each side of the door, either standing or seated, can see each other and be seen. All glass vision panels are kept clear of obstructions/temporary notices.

8.3 – All internal doors have a clear opening width sufficient for a wheelchair user.

8.4 – The doors are light enough to be opened easily. Doors close slowly at an appropriate pressure. Both of these functions are fully adjustable.

## **9 – Internal Ramps**

9.1 – There are no internal ramps in the school.

## **10 – Internal Stairs**

10.1 – The school is single storey so there are no internal stairs in the school.

## **11 – Lifts**

11.1 – The school is a single storey so there is no lift.

## **12 – WC Provision and Changing Areas**

12.1 – The school has two accessible WCs, one with a shower and changing area. Doors to both areas are light enough to open easily and they are both of a sufficient size to allow easy access.

12.2 – Both areas have slip resistant floors.

12.3 – Fittings are easily distinguishable from their surroundings.

12.4 – Both WC areas offer door controls that are easily gripped and operated. The toilet/shower area offers a cubicle door that is suitably contrasted.

12.6 – Lever style taps are provided within both WCs to aid people with dexterity impairments.

12.8 – There is a level access shower with a grab rail and emergency pull cord.

## **13 – WCs: Wheelchair Users**

13.1 – Both WC areas are large enough to allow a wheelchair user to manoeuvre into position for frontal, lateral, angled and backward transfer unassisted and with assistance.

13.2 – The distance for a wheelchair user to travel to a suitable WC is no greater than that of an able-bodied person.

13.3 – There is sufficient distance in both WCs outside the toilet compartment for wheelchair manoeuvre.

13.4 – In the WC in our KS2 corridor, the hand washing and drying facilities are within easy reach of someone sitting on the WC. In the WC in the front of the school, the hand washing and drying facilities are located on the opposite wall, but not within reaching distance whilst sitting on the WC.

13.5 – All door controls, locks and light switches are easily reached and operated.

13.6 – There are suitably designed grab rails fitted in all positions necessary to assist manoeuvring. All grab rails are white in colour and can be raised and lowered as needed by the user.

13.7 – There are currently no back rests provided to the toilet pans.

13.8 . The flush in the KS2 accessible toilet is currently a smaller grip handle on the non-transfer side.

13.9 – Within both WCs, the transfer sides of the toilet pans are kept clear of any obstacles that may deny wheelchair users the access that they require.

13.10 – Both WC areas have cord alarms that are coloured red with two triangular bangles that are easy to reach from both seated and floor level. Each cord triggers a continuous alarm sound with an additional external light.

## **14 – Facilities**

14.1 – The corridors within the school are short in length so no internal seating along these routes is needed.

14.2 – There are a variety of chair sizes and styles available within the school for meetings. Chairs with high backs and arm rests are situated in several offices and are available upon request if needed.

14.3 – The dining hatch, cutlery tray, salad bar and clearance area are all at a suitable height for a wheelchair user.

## **15 – Way Finding**

15.1 We currently have no braille or tactile signage around the school, however there will always be a staff member available to assist new visitors around the school.

## **16 – Lighting and Acoustics**

16.1 – All lighting across the school is designed to meet a wide range of users' needs. The level of lighting in all areas is sufficient for the intended use of each room. Lights are positioned where they do not cause glare, reflection or confusing shadows.

16.2 – All light switches are white however some light switches in the older part of the building are positioned at the traditional height so may not be fully accessible to wheelchair users.

16.3 – All classrooms are appropriately illuminated and blinds are available in all rooms to control the natural day lighting. The blinds do still allow natural light through and are not complete black out blinds.

16.4 – The majority of classrooms in the school have traditional radiators with no noise produced from them when they are turned on. Four classrooms and the school hall have blower heaters that may be noisy for some people when they are active.

16.5 – Low pile carpets are used in the majority of the school which reduces acoustic noise.

## **17 – Means of Escape**

17.1 – The Fire and Evacuation Policy details the safe and efficient evacuation of the school building. These procedures can be amended to suit the needs of an individual as needed. The school has an audible alarm system supplemented by visual, illuminated exit signs.

17.2 – All exit routes, with the exception of one (ks1 ENTRANCE), are accessible to all, including entrance routes for wheel chair users.

17.3 – Once outside, a wheelchair user gets easily get to a place of safety. All paths are wide enough and smooth enough to allow an easy escape away from the building.

## **18 – Building Management**

18.1 – All external routes are kept clear, clean and are unobstructed. They are cleared of surface water, ice and snow as needed by the school caretaker each morning and throughout the day as needed.

18.2 – The accessible parking bay is monitored to ensure that the designated space is not used by non-disabled drivers and is kept free of obstructions.

18.3 – All exit routes are checked daily by the caretaker and are subject to termly health and safety inspections.

## North Ferriby Accessibility Plan

Targets	Strategies	Outcomes	Timeframe	Responsibility
<b>CURRICULUM</b>				
To continue to train staff to enable them to meet the needs of children with a range of SEND and medical conditions.	Staff training as required.	Staff are able to enable all children to access the curriculum.	On-going.	Reviewed by SENDCO
To ensure that all children are able to access all out-of-school activities. eg clubs, trips, residential visits etc.	All risk assessments completed. Pre visit checks made. Review of out of school provision to ensure compliance with legislation. All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	All children able to access all visits and out of school activities.	On-going.	Educational Visits coordinator
To provide specialist equipment/resources to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. eg special pencil grips, headphones, writing slopes, foot stools etc. School to work with the Sensory and Physical and Teaching Service to make modifications and adaptations as required.	Children will develop independent learning skills.	On going – as required	Reviewed termly by SENCo.
IT software – supports learning	Software installed as required.	Wider use of IT to support learning in classrooms.	Ongoing and as required.	IT coordinator
Ensure that the PE Curriculum is accessible for all through monitoring.	Monitoring of individual needs as required. Modified equipment purchased as required.	Access for all	On- going – as required	PE subject leader
To meet the needs of individuals during statutory end of KS tests.	Children will be assessed in accordance with regular classroom. Applications made where required for extra time, modified tests, such as Braille or enlarges print.	Barriers to learning will be reduced or removed, enabling children to demonstrate their abilities.	Annually.	Head Teacher and class teachers.
Ensure all staff and Governors are updated and new staff and Governors made aware of the with the accessibility requirements of the plan and their responsibilities in ensuring compliance and fulfilment of the Equality Act.	Disseminate policies and plans. Staff meeting. Induction			Head Teacher Business Manager Chair of Gov.

**PHYSICAL ENVIRONMENT**

<p>The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors</p>	<p>To create access plans for individual disabled pupils as part of the EHC process when required.</p> <p>Be aware of staff and governors and parents access needs and meet as appropriate.</p> <p>Consider access needs during recruitment process.</p>	<p>EHC plans in place for disabled pupils and all staff.</p> <p>School aware of pupils needs and parents as appropriate.</p> <p>Parents have full access to all school activities</p> <p>All staff and governors feel confident their needs are met</p> <p>Access issues do not influence recruitment and retention issues</p>	<p>Ongoing. As required. Reviewed annually.</p>	<p>Head Teacher Business Manager Schools Admin Officer.</p>
<p>Ensure all disabled pupils can be safely evacuated</p>	<p>Review Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties</p> <p>Ensure that all staff are aware of their responsibilities</p>	<p>All disabled pupils and staff working alongside are safe in the event of a fire</p>	<p>As required Each Sept</p>	<p>Head Teacher Business Manager</p>
<p>Ensure disabled parking bay is maintained and visual</p>	<p>The line painting of the parking bays needs to be maintained.</p> <p>Parents are aware of requesting school disabled parking permits through the newsletter and school website.</p>	<p>Parents and visitors can access the school</p>	<p>On-going</p>	<p>Caretaker Admin. Officer</p>
<p>To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.</p>	<p>Audit of accessibility of school buildings and grounds by Governors.</p> <p>Suggest actions and implement as budget allows.</p>	<p>Modifications will be made to the school building to improve access.</p>	<p>On-going.</p>	<p>Head Teacher Health and Safety L&amp;M committee.</p>

**EQUALITY INCLUSION – Including WRITTEN INFORMATION**

<p>To continue to improve staff awareness, knowledge and confidence in meeting the needs of children with disability and medical issues.</p>	<p>Ensure Individual Termly support plans and Medical Needs plans are maintained and updated.</p> <p>Review staff training needs.</p> <p>Provide training for members of the school community as appropriate.</p>	<p>Individual needs planned for and met. Whole school community aware of issues as required and appropriate.</p>	<p>Ongoing.</p>	<p>Head Teacher SENDSCO</p>
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<p>To provide information accessible to pupils and parents including: in other languages with hearing or visual impairment.</p>	<p>Access to LA translation service, sign language, interpreters to be considered and offered if possible/required.</p> <p>Ensure that the website is fully compliant with requirement for access by person with visual impairment. Ensure that the prospectus is available on the school website when updated.</p> <p>Website to offer language translation if possible.</p>	<p>All can access information about the school.</p>	<p>Ongoing</p>	<p>Head Teacher Admin. Officer Website Coordinator</p>
<p>Ensure all staff are aware of guidance on accessible formats</p>	<p>Guidance to staff on dyslexia and accessible information.</p>	<p>Staff produce information for children that is accessible and the office for parents.</p>	<p>On-going</p>	<p>SENDCO IT coordinator All Staff</p>