



*At St Andrew's, children will be taught to become reflective about beliefs and values, and use their imagination and creativity to develop curiosity in their learning. They will be helped to develop and apply an understanding of right and wrong both in and out of school and be encouraged to take part in activities to develop their social skills. Children will develop an awareness of and respect for diversity in relation to gender, race, religion and disability. All pupils will have the same access to all areas of the curriculum regardless of their gender, race or cultural background.*

## **Accessibility Policy**

### **Rationale**

St Andrew's Church of England (Voluntary Aided) Infant School aims to provide a welcoming, safe, caring and supportive environment where everybody is encouraged and enabled to become successful, resilient and confident learners. We have high expectations for all and work collaboratively with all stakeholders.

### **Aims**

At St Andrew's CE (VA) Infant School, we believe that every child deserves the best possible start in life and support that will enable them to fulfil their potential. We will aim to do this in our caring Christian environment, continually increasing the accessibility of provision for all pupils, staff, and visitors to the school by:

1. Improving access to the **physical** environment of the school, adding specialist features as necessary
2. Increasing access to the **curriculum** for pupils with disabilities, expanding the **curriculum** as necessary to ensure that pupils with a disability are as equally prepared for life as able bodied pupils. This includes teaching and learning, and the wider curriculum of school including after school clubs and breakfast club, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
3. Improve the delivery of **written and electronic information** to pupils, staff, parents/carers, and visitors with disabilities.

To this end, the governing board and the school work together to ensure that all pupils, staff and parents/carers and other stakeholders are able to access most of the physical environment, the curriculum and the information provided by the school. An action plan is attached relating to these key aspects of accessibility showing how the school will address the priorities identified. These plans will be reviewed and adjusted annually.

### **Legal Framework**

The Equality Act 2010 places a legal obligation on schools making it unlawful to discriminate against pupils, staff and other stakeholders with a disability. This Act brings together other equality laws including Special Educational Needs and Disability Act (SENDA) 2001 and the Disability Discrimination Act (DDA) 1995. The Act also places an anticipatory duty on schools to consider what reasonable adjustments need to be made to improve access to the schools' services for any stakeholder with a disability, including pupils, staff, parents and carers and any other visitors to the school, without waiting until the adjustment is actually needed.

St Andrew's Infant School Governing Board is committed to fair and equal treatment of all individuals; able bodied or disabled and will continually work towards improving access to the physical environment, to the curriculum and to the provision of information in order to work for access for all.

### **Consultation and Review**

The policy will be reviewed annually by the Headteacher and updated every 3 years in consultation with a named governor.

**Policy written/reviewed:** January 2014, April 2015, September 2017.

**1. Improving access to the physical environment of the school**

Objective	Action	Timescale	Cost/Staff	Impact
1. Ensure visitors and pupils can hear children speaking in Family Worship	Add induction hearing loop to the hall	July 2014- December 2014		Adults with hearing aid can hear children speaking in worship.
2. Disabled toilet added to main entrance.	Ensure new toilet complies to DDA requirements.	August - October 2014	£5000 Hawdon & Russell Architects/Building Control	Easy access to disable toilet rails, wash basin and panic alarm.
3. Improve physical environment	Update the school environment – paint colour and flooring.	February 2016 April 2016 July 2016	£10,000	Clean fresh environment.
4. Improved parking facilities	Create a disabled parking space in the staff car park.	April 2016	£300	Allocated space for visitors/parents/carers for children with disabilities – quick access to school.
5. Improve EYFS playground facilities	New large flat area to be created. Lottery grant to be applied for. Large walk-in sandpit created. All weather grass added.	July 2015-July 2016	£30, 000	Safe space for all to access.
6. Improve access to the Early Years playground	Contact Calderdale Council to funding to provide access ramp for Early Years Area.	April 2016-September 2016	Funded by Calderdale Council	
7. Changing bed installed in disabled toilet.	Occupational Health to carry out a needs based assessment and Risk Assessment. Calderdale Council assess need and fund.	April 2016-October 2016	Funded by Calderdale Council	Staff not at risk of injury due to bed raising to standing height.

**2. Increase the extent to which disabled pupils can access the curriculum**

Objective	Action	Timescale	Cost/Staff	Impact
1. Staff prepared for individual needs of 2017 cohort.	Liaise with nurseries at ECLC transition event. Nursery visits.	June 2017- August 2017	N/A	Adults ensure that all pupils can access the curriculum.
2 All staff aware of needs of pupils with disabilities.	Risk Assessments carried out. Meetings with Woodbank Special School to carry out Risk Assessments  Training for staff on Manual Handling if needed	August - October 2017	£5000 Hawdon & Russell Architects/Building Control	All pupils accessing the curriculum.
3. Ensure out of school activities plan for participation of all pupils.	Risk Assessments to focus on SEND/individual pupils.	At least 2 weeks before planned activity	All teachers	All pupils able to participate in out of school activities.

**3.Improve the delivery of written and electronic information to stakeholders with a disability**

Objective	Action	Timescale	Cost/Staff	Impact
1. Access to written information for all stakeholders.	Improve signage around school then monitor to ensure accessibility for all stakeholders.	June 2014- ongoing	£100	Information clearly displayed and accessible to all.