



St Andrew's C of E School, Totteridge

ACCESSIBILITY PLAN (POLICY)

(Resource Management Committee)

(Approval by Resource Management Committee – 3 Year Review Cycle)

Date to be implemented from:	18 th March 2021
Date to be reviewed by:	18 th March 2024
Date Reviewed by Sub Committee:	9 th March 2021

Approved by:

Signed: (Chair - Resource Management Committee)

(Print Name)

Date

This Policy supersedes any previous Policy of this name or instructions that pre-date this edition

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

1 Policy Statement

1.1 St Andrew's School affirms that individuals are entitled to equal rights, responsibilities and opportunities. The School strives to ensure that all individuals are equally valued and everyone is treated with respect.

1.2 St Andrew's School will meet its duty to have an Accessibility Plan as part of the overall Equalities provision, and meet any other legislation or requirements to ensure an equitable environment for pupils, staff, parents/carers and visitors

1.3 The Policy will be readily accessible within the School on the Website and in hard copy upon request.



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2 Reviewing the Policy

2.1 Reviewing the Policy – St Andrew's School will assess the implementation and impact of this Policy on a continuous basis and undertake a regular formal review every three years and will monitor its use on an annual basis as part of the planning and admissions cycle to ensure it is fit for purpose with current regulations and new pupil cohorts.

3 School Vision

3.1 Our vision is to become an outstanding School within a loving, Christian community.

3.2 Our parents/carers, children and staff will work together to enable all children to:

- achieve their potential
- learn in a safe, stimulating environment
- enjoy learning now and in the future

4 Purpose of Policy

4.1 At St Andrew's every person is treated as a unique individual and is entitled to have access to the School and its curriculum.

4.2 The Equality Act 2010 replaces all previous equality legislation such as the Equal Pay, Race Relations Act and Amendment Act, Disability Discrimination Act and Sex Discrimination Act. The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

4.3 The Public Equality Duty (PSED) requires Schools to publish information showing how they comply with the new Equality Duty and to set equality objectives. They will need to update the published information at least annually and publish objectives at least once every four years.

4.4 Exceptions to the discrimination provisions for Schools, such as the content of the



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curriculum, collective worship and admissions to single sex schools and schools of a religious character are retained.

4.5 Under the Equality Act 2010, Schools should have an Accessibility Plan. The Accessibility Plan is structured to complement all other School Policies/Statements which impact on Equalities, SEND, Diversity, Inclusion and Disability and should be considered in conjunction with them.

5 Aim of Policy

5.1 This Accessibility Policy provides a framework that translates the values and aims of the School into effective procedures to enable each child to full access of the School and its curriculum.

5.2 We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

5.3 This Policy supports the expectation that we will adopt strategies to promote equality of opportunity regardless of whom they are and that any obstacles to learning need to be challenged and removed.

5.4 We will ensure our buildings are accessible for our disabled pupils as part of our overall planning duties and we recognise that some plans to improve 'access' (especially physical improvements) may need to be managed over a period of time as they attract a cost both in terms of finance and disruption

5.5 We commit to constantly reviewing our curriculum to increase the extent to which disabled students can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school curriculum by:

- improving the physical environment of school to enable disabled students to take better advantage of education, benefits, facilities and services provided by the School and
- improving the availability of accessible information to disabled students and their families



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6 Definitions

6.1 The Equality Act 2010 identifies that a person has a disability if:

- they have a physical or mental impairment and/or
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities. (Long-term means that the effect of the impairment has lasted or is likely to last for at least twelve months - there are additional rules covering recurring /fluctuating conditions)
- the definition of impairment applies to physical, sensory and learning difficulties, impairment resulting from mental health issues and 'hidden' impairments (eg. dyslexia, autism, ADHD)
- impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities that must be considered

6.2 Schools **must** fulfil their statutory duties towards children with disabilities and **must** be able to demonstrate in their arrangements for children with a disability that they are fulfilling their statutory duty. The Access Plan of the School has the curriculum and buildings as its priority, and also ensures that access is available to all pupils, their parents/carers, staff, visitors and the community

6.3 'Access to' includes a wide range of facets. Access is via:

- a fair Admissions Policy
- a broad and balanced curriculum
- differentiated teaching and learning strategies
- use of IT and remote learning
- respecting and welcoming parents/carers and visitors to the School



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- routes and progression into the secondary phase of education
- buildings and movement round the School
- physical access to the School premises
- a fair Charging Policy

7 Underpinning Principles

7.1 The overriding principle of equalities legislation is generally one of equal treatment. The provisions in relation to disability are different in that Schools may need to provide additional resource for a disabled pupil to ensure they are not disadvantaged.

7.2 The spirit and content of this Policy is strengthened by its relationship with the accompanying policies of the School (Equality Statement, SEND, Admissions Policy, Anti-bullying Policy and Dignity at Work Policy) all framed within our Christian ethos and the development of a Single Equalities Plan.

7.3 Schools and Local Authorities are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

7.4 Many School buildings were built in a time when the specifications for access were much less rigorous and precise. St Andrew's has already enabled building adaptations to promote access for all.

7.5 Our Premises location is within LB Barnet. We work with the Borough and the Diocese to ensure that our premises are safe and that routes to our School are recognised and as safe as they can be, but we recognise that some access facets outside the School premises are beyond our control.

7.6 Access to the Curriculum (supported by high quality teaching catering for a range of learning styles) and to activities beyond the 'normal' School day are made available to all pupils



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and we ensure that no one is disadvantaged or denied our wider Curriculum because of particular circumstances.

7.7 The development of a Single Equality Policy for the School would incorporate much of the existing Policies regarding Equality and strategies for inclusion but this takes time to establish.

8 Procedures

8.1 The School operates a fair Admissions Policy. St Andrew's is a Voluntary Aided Church of England School within the Diocese of St Albans. The Governing Body of the School is the Admission Authority. The Local Authority (LB Barnet) operates an agreed co-ordinated admissions scheme in line with government legislation to ensure fair access. The School is a major resource of the local community it serves and we have worked hard to develop a Policy that reflects our commitment to the area and its diversity.

8.2 The curriculum is broad and balanced and we will meet the needs of all students including those who have Special Educational Needs, are gifted or talented, have speech or language needs or any identified impairment. We believe the wider Curriculum embraces everything that is learned through School, whether it takes place in classrooms and lessons, or is part of informal learning that takes place within and beyond the School day. The environment and community enrich our Curriculum.

8.3 All our staff are committed to ensuring Equality of Opportunity and access for all pupils. Our teachers ensure they involve all pupils in the class, ensuring work is appropriate for a range of abilities and communicate an enthusiasm for learning within a Christian community. Support staff, the School administration, premises management and the Governance all are committed to ensure that all pupils reach their potential through positive interactions with adults at School.

8.4 Parents/carers are an important part of our School community and the link between the School and parents/carers is vital to support the progress of our pupils. By developing effective communication with parents/carers we can share our Vision and values to support pupils reach their potential regardless of



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individual/family circumstances. We monitor our website to ensure it is easy to access and offers parents/carers and visitors accurate information. Teachers, support staff and office staff all understand their role in welcoming parents/carers and visitors into our School.

8.5 The School is improving written and spoken information to students, staff, parents/carers and visitors with disabilities. Our information will be presented in the various preferred formats (eg. Braille, Makaton, sign, recorded audio, translated) within reasonable timeframes.

8.6 Joining a primary School is an important step, from a nursery or from another geographical area, and the School will do all it can to make the process as smooth as possible and ensure pupils are made to feel welcome and supported, whatever their needs

Transferring from primary to secondary School is another important progression step and with LB Barnet we aim to help parents/carers by giving them clear information about the transfer process and about secondary phase education. We signpost parents/carers to secondary Schools open evenings within Barnet and the Diocese so parents/carers and their child(ren) are well prepared for the change. Our Year 6 Curriculum supports and prepares pupils for the transition.

8.7 It is be everyone's responsibility to contribute to H&S and Safeguarding within the building. We are mindful of the sustainability of the environment and our responsibility to it. We have specific regulations for movement around the School at change of rooms, break-time, lunchtime and end of School day that promotes safe access around our premises.

8.8 Our building meets the specifications to be safe and accessible and we have already made appropriate adaptations to our premises at the entrance to the School and the addition to the provision of an accessible wet room and disabled facilities. We have an old building and we respect it and hold it dear as a centre of Christian learning. We also recognise the tension that exists between aged premises and modern facilities and we endeavour to access the best of both.

8.9 At St Andrew's School, the Governing Body recognises the valuable contribution that the wide range of additional activities, including clubs, visits and residential experiences can make towards the



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personal and social education of the children. St Andrew's ensures that they inform parents/carers on low incomes and in receipt of benefit of the support available to them when being asked to make contributions towards the cost of School visits and visitors. The Governing Body also makes it clear to parents/carers that there is no obligation to make any voluntary contribution and will ensure no pupil is disadvantaged because of personal circumstances.

8.10 **All staff will:**

- ensure their teaching is inclusive
- ensure pupils are exposed to positive role models who have different circumstances
- adhere to all School Policies that promote Equality of Opportunity and fair access
- model good conduct that exemplifies the School's commitment to fair accesses
- imbue a sense of fair access into pupils through PSHE and Citizenship
- undertake training/CPD as required to ensure their practice is current best practice
- alert the Headteacher where issues of disability and impairment

8.11 The **School Leadership** will:

Headteacher

- develop a Single Equalities Plan that encompasses the School's commitment to Equality and clarifies how it mainstreams Equality into its day-to-day practice
- ensure a fair Admissions Policy in discussions with LB Barnet
- ensure a broad and balanced curriculum that is fit for purpose and enabling for all pupils
- ensure pupils are exposed to a range of activities (eg. Black History Month, Deaf Awareness Week, One World Week, International Day of Women and Girls in Science, National Disability Day) that present different groups in a positive light
- monitor the quality of teaching and learning to ensure that pupils with disabilities or impairments are not disadvantaged and take action where any need is identified
- identify training needs for staff and support and offer training in differentiated teaching and learning strategies to support inclusion
- model respect and offer a welcome to parents/carers and visitors to the School
- ensure communications with parents/carers are accessible and provided in an appropriate



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format, especially where a disability exists in either pupil and/or parents/carers

- engage with the secondary phase of education to facilitate pupil progression
- monitor movement round the School at key times
- plan for improvements to the physical access to the School premises as part of the SIP
- ensure the Governor's Charging Policy is implemented fairly
- ensure pupils, staff, parents/carers and Governors all understand this Policy and its implications
- monitor and evaluate this Policy at regular intervals

Governance

- Work with the Headteacher to ensure that the School meets its responsibilities with regard to access arrangements that improve the physical and learning environment, including remote learning opportunities
- Model good practice in fair access by providing Policies that meet the Equality of Opportunity legislation, working towards a Single Equality Plan and ensure robust implementation
- Ensure that Admissions arrangements do not disadvantage unfairly, or discriminate against specific pupils because of their personal circumstances
- Comment in their Annual Report to Parents on the accessibility plan and identify any revisions necessary
- Offer challenge to the Headteacher regarding Policy and practice



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9 Sources of further information and support

Statutory guidance: National curriculum in England: framework for key stages 1 to 4 - DfE

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>

Public Sector Equality Duty Guidance for Schools in England

<https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england>

SEND code of practice: 0 to 25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Children with special educational needs and disabilities (SEND)

<https://www.gov.uk/children-with-special-educational-needs>

Classroom help for children with SEN (inc disability)

<https://www.goodschoolsguide.co.uk/special-educational-needs/help/classroom-help-for-sen>

Help if you have a disabled child

<https://www.gov.uk/help-for-disabled-child/education>

Children with mind–body differences: performing disability in primary school classrooms

<https://www.tandfonline.com/doi/full/10.1080/14733280410001720520>



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