



Inspiring Minds and Nurturing All

# Accessibility Policy and Plan

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## **Background**

At Sir Edmund Hillary we have created a community in which each person is respected and recognised as of equal value. We are committed to providing a fully accessible environment and curriculum which values and includes all children and enables them to achieve their very best regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to remove barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities we provide.

We are further committed to our school values:

[Courage to Initiate and Embrace Challenge](#)

[Learning and Achieving](#)

[Including and Inspiring Individuals](#)

[Mindful and Reflective](#)

[Building a Safe and Loving Community](#)

We recognise the need to:-

- Promote equality of opportunity between disabled persons and other persons.
- Eliminate harassment and discrimination of disabled persons that is related to their disabilities.
- Promote positive attitudes towards disabled persons.
- Increase the extent to which disabled pupils can participate in the school curriculum.
- Take steps to take account of disabled person's disabilities even where that involves treating disabled persons more favourably than their non-disabled peers.

## **Introduction**

The Equality Act 2010 has simplified and strengthened discrimination law. Under the legislation schools are required to have an Accessibility Plan. The Governing Body continues to have responsibility for accessibility planning for disabled pupils. This purpose of this plan is to:

- Increase the extent to which any disabled pupils can participate in the curriculum;
- Improve the environment of the school to increase the extent to which any disabled pupils can take advantage of education, facilities and services provided;
- Improving the availability of accessible information to disabled pupils.

The Governing Body also recognises its responsibilities towards disabled staff and will:

- Monitor recruitment procedures to ensure that all people with a disability are given equal opportunities.
- Ensure that staff with disabilities are supported with special provision to ensure that they may carry out their work effectively without barriers
- Where necessary, undertake reasonable adjustments to enable staff to fully access the workplace.

It is a requirement that the school’s accessibility plan is resourced, implemented, reviewed and revised as necessary and reviewed every three years.

The Equality Act 2010 defines a disabled person as a person with a disability.

**A person has a disability for the purpose of the Act if he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her ability to carry out normal day-to-day activities.**

Definition of terms:

- Substantial is more than minor or trivial e.g. it takes much longer than it usually would to complete a daily task
- Long term means 12 months or more

Physical and mental impairments include:

<ul style="list-style-type: none"> <li>• <i>Hearing or Visual Impairment</i></li> <li>• <i>Cerebral Palsy</i></li> <li>• <i>Muscular Dystrophy</i></li> <li>• <i>Mental Health issues</i></li> <li>• <i>Incontinence</i></li> <li>• <i>People with ADHD</i></li> <li>• <i>Autistic Spectrum Disorders</i></li> <li>• <i>Downs Syndrome</i></li> <li>• <i>Hydrocephalus</i></li> <li>• <i>Cystic Fibrosis</i></li> <li>• <i>Severe Asthma</i></li> <li>• <i>Diabetes</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Cancer</i></li> <li>• <i>Multiple Sclerosis</i></li> <li>• <i>Epilepsy</i></li> <li>• <i>Sickle Cell</i></li> <li>• <i>Anaemia</i></li> <li>• <i>HIV</i></li> <li>• <i>Facial disfigurement</i></li> <li>• <i>Dyspraxia</i></li> <li>• <i>Dyslexia</i></li> <li>• <i>gross obesity and diagnosed eating disorders</i></li> <li>• <i>Disabilities produced by injury to the body, including to the brain.</i></li> </ul>
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It may not always be possible or necessary to categorise a condition as either a physical or mental impairment. Behaviour difficulties are only included if they relate to underlying physical or mental impairment or result from a mental illness which is well recognised, e.g. Tourette’s Syndrome, ADHD, ADD, ASD etc... This therefore includes a number of pupils who are, or may be on our SEN register.

*If a person has been disabled in the past (for example, cancer recoverees and people with a history of mental illness) they are still covered by the legislation for the rest of their life*

### **Education, Sport and Recreational Activity**

- Teaching supports a wide range of pupils in addition to those with Special Educational Needs with a dedicated teaching assistant for each class.
- Staff are encouraged to take advantage of training in a wide range of areas including Attention deficit hyperactivity disorder (ADHD), Autism, Speaking and Listening, CRB training.
- Technology is used enabling all pupils to achieve success. Equipment currently used includes computers, talking tins and books and audio equipment.
- Staff are made aware of pupils with disabilities by the SENCo.
- When planning takes place, teachers ensure that all pupils have equality of opportunity to access the curriculum
- Participation in extra-curricular activities is offered.
- Different forms of communication (visual timetables and PECS) are used in the school.
- Disabled pupils are able to participate in residential visits and clubs (in line with Behaviour Policy and Health and Safety) Risk assessment and planning of trips to include accessibility references. Pre visits to ensure access for all and plan any reasonable adjustments.
- The SENCO ensures that disabled pupils have access to suitable furniture, aids and resources.
- “Value added” achievements of disabled pupils is monitored by class teachers using EMAZ.
- School follow Department for children, schools and families guidelines and procedures to ensure all pupils with disabilities have equal access to national assessments e.g. Standard Attainment Tests.
- Pupils and staff have access to outside agencies (e.g. Physical Disability Support Services) that will support and advise them.
- Homework is provided in an accessible form.
- Care assistants are employed to support pupils with disabilities at lunchtimes and special play equipment has been purchased for their use.
- Classroom organisation e.g. Physical Education lessons ensure disabled pupils are not treated less favourably.
- Arrangements/activities at Sports Days ensure full participation by pupils with disabilities.
- Should an individual pupil require specialist support in order to have access to the school building or curriculum PDSS will be contacted.
- Alternative access is given to visitors coming to school concerts, if required.

## **To continue to support the use of differentiated resources as needed**

- Use of interactive whiteboards/alternative technology to enlarge text to make it easy for all pupils to read and enable increased access for identified children.
- Use of ICT equipment and online tools to support children as needed.
- To provide coloured overlays or reading rulers when required.
- Use of specialist books and writing paper
- To provide sloping tables or adjustable height tables, specialist seating as needed
- Where necessary training to be provided to teachers of children with specific needs eg manual handling training, use of standing frame
- The SENCo will liaise with specialists and where necessary invite them in to meet with teachers of specific pupils to ensure their needs are met through a variety of teaching strategies and resources.

## **Accessibility Plans**

The physical environment of the new site provides access, taking into account the current needs of our pupils, staff and visitors.

- The school is on a multi- level site. Lifts and slopes are provided to facilitate movement around the whole site.
- We have a disabled toilet accessible in school, one in Nursery, FSU and one at the end of the main school corridor across from the head's office.

We will continue to carry out an annual access audit to improve the physical environment of the school. This will be carried out with-in 12 months of the published date of the policy.

## **Policies related to Disability and Accessibility**

Special Educational Needs Policy  
Behaviour, Exclusions and Anti- Bullying Policy  
School Visits Policy  
Pupil Care Policy