

# ST JOHN THE BAPTIST C of E PRIMARY SCHOOL

FINDON

## ACCESSIBILITY POLICY



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Person Responsible:	Richard Yelland

<b>Date</b>	<b>Amendment number and text paragraph</b>	<b>New Page(s)</b>

## **Accessibility plan - St John the Baptist School, Findon**

### **Vision and Values**

St John the Baptist C of E primary school prides itself on caring for and valuing all members of its community. The accessibility plan seeks to implement this by making every effort to anticipate the needs of present and future members of the community including staff and parents and to bear their needs in mind while developing the curriculum, the premises, organisation and curriculum enhancement activities. Accessibility in this case means not merely the access to the building but the wider context of taking part in every aspect of community life. It is recognised that some needs are not met within the present organisation and that some needs will not be anticipated by this policy, but the school is committed to seeking information and views so that it can plan to meet the needs of the widest community possible. This is part of the school's wider responsibility for inclusion and equal opportunities. Further, the school makes a commitment to make all adaptations possible within its financial and location boundaries, to meet the needs of any person wishing to become part of the school community. This plan is closely linked to the school's policies on inclusion, equal opportunities and special educational needs.

The following material shows that the school has tried to anticipate the needs of these members of the community within different school contexts in consultation with the stakeholders such as parents, staff and pupils.

### **Access to the Curriculum**

The school is committed to educational inclusion. Many of the ways it aims to improve access to the curriculum are encapsulated in the inclusion policy;

- It seeks to achieve inclusion by setting high standards for all pupils,
- It aims to differentiate learning objectives so that all pupils can learn and progress.
- It will monitor the progress and inclusion of all pupils by regular data analysis including records of achievement, I.L.P sheets, progress meetings with teachers.

- Specific groups of pupils will be tracked through this process. In addition, the school places a high value on the pupils' voice through mechanisms such as the School Council and pupil questionnaires.
- The school encourages an ethos of mutual respect and collaborative learning where pupils and staff learn to help and support each other.
- The school encourages staff and pupils to be outward looking and to have a learning culture, where differences are valued and celebrated.
- It actively values the participation and views of parents and the community.

Staff are encouraged to reflect upon their own practice to ensure that measures are put in place to ensure all pupils are fully able to participate in the life of the school. A named member of the leadership team has responsibility for inclusion.

Some of the measures used by the school are encapsulated in the special needs policy. However, the school is committed to respond positively to pupils or parents who feel they have not equal access to the curriculum. This will include seeking specialist advice and guidance. The school will further commit to putting in place recommended changes as appropriate.

### **Premises Development – Accessibility Plan**

The following shows that the school has considered the principles of universal design in planning its building development and will make adjustments as funding allows. Should a person join the community with a specific disability, the school will seek further advice and make reasonable adjustments.

The school will make adjustments to meet the needs of the community within its present premises where possible. Such adjustments may include designated pathways, reallocation of workspaces or classrooms, seating arrangements for specified children, the purchase of particular aids for specified children as recommended by I.L.Ps and external agencies, signage, lighting etc...

In addition, as the school refurbishes or makes further developments to its premises, the school makes a commitment to use the principles of universal design. The school will also seek further advice about the needs of specific members of the

community as and when the need arises and will make reasonable adjustments. The following are identified adjustments that may be needed.

### **Entrance to the school**

The front doorway is the most suitable for disabled access. The edges to the threshold have been bevelled as part of the school premises developments.

### **Corridors and internal doorways**

Corridors should be at least 36 inches wide. The school will discourage siting fixtures on the walls of rooms and corridors except where such fixtures start at floor level and do not reduce the width of access to under 36 inches wide. There should be regular points of at least 60 inches in diameter to allow wheelchair turning.

The Victorian part of the school is currently less suitable for use by pupils with disabilities and classes should be organised so that such pupils do not have to negotiate threshold steps.

In the long term the school may wish to consider ramping threshold steps in both the external and internal part of the Victorian building and putting in tactile flooring to indicate a change of level.

Internal doorways should be at least 32 inches wide. Doorways and architraves should be painted in a matt finish that contrasts with the adjoining wall and floor. Door handles, entry signals etc may need to be relocated. Consideration should be given to the design of door handles and opening procedures. Door mats should ideally be recessed into the floor but should not be more than 1/2 inch thick.

All internal doors should be opened with less than 15 pounds of force and external doors should be opened with 85 pounds or less of force.

### **Lighting**

It is important that lighting is even throughout the school and that a good level of brightness is maintained. Consideration should be given in the future to lights that can adjust to changing levels of daylight.

### **Decoration**

Walls, floors, ceilings and doors should be decorated in matt finishes. Pattern should be avoided and tonal contrast between different surfaces considered in the choice of colour. Glare should

be minimised by the use of non-reflective glass or film. Floor surfaces both internal and external should be slip resistant.

### **Workstations**

Workstations should be 34 inches in height and 30 inches in depth for an adult. Appropriate guidance needs to be sought to ensure workstations are appropriate for the age of the child. In the food tech room work tables, sinks and hobs are adjustable in height to accommodate access from range of heights of children and also wheel chair access

### **Toilets**

Disabled toilet installed in 2010 building development and new staff toilets

### **Hearing Loop**

The school should give consideration to the installation of a hearing loop system, particularly in the reception and hall areas.

## **The following sets out how access to information is managed**

### **Written information**

The school will ensure its information to parents or children has a consistent layout and uses 14 point bold print in Arial Universal or similar. It will ensure that the information is aligned to the left margin, is double-spaced and has 60 –70 letters per line in general. Organisations such as the P.T.A., swimming pool and clubs will advised of such guidance.

### **Communication**

Information is made available in a range of formats for children and is tailored to their needs as appropriate. Information parents and other members of the community id available via the website, through emails and on paper. Parents may request different formats if they wish.

### **Signage**

The school will review its signage. It will ensure that new signage is in lower case in black type with contrasting background. Where

possible signage will be designed for use by the partially sighted. Road markings were added to help with traffic management in 2011 for the safety of children and adults using the small gate at the top of the slope.

**The following outlines the school's responsibilities as employers.**

Reasonable adjustments which the governing body should take for disabled employees within the financial boundaries available to them include:-

altering premises, e.g. widening a doorway, providing a ramp, stair-climbing chairs or non-slip flooring, moving classroom or corridor furniture, altering lighting, or providing parking spaces for disabled drivers;
allocating some duties to another employee, e.g. asking a non-disabled teacher to assemble a slide projector and screen for a disabled teacher, providing ancillary support in the classroom, arranging supervision duty rosters to take account of mobility, e.g. library supervision may be more appropriate than playground supervision for a disabled teacher;
transferring the person to fill an existing vacancy, e.g. if a teacher becomes disabled and there is no reasonable adjustment which can enable them to continue in their post they might be considered for another suitable post. In the case of LEA maintained schools, the LEA may be able to recommend the teacher for a suitable vacancy at another school (see example in paragraph 47);
altering working hours, e.g. allowing an employee who becomes disabled to work part-time or to job share or making adjustments to the timetable;
<b>changing the person's place of work</b> , e.g. ensuring that a teacher with mobility difficulties which prevents them from using the stairs can hold all of their lessons in classrooms on the ground floor;
<b>allowing absences during working hours for rehabilitation, assessment or treatment</b> , e.g. allowing an employee who becomes disabled time off during work to receive physiotherapy or other treatment;
<b>supplying additional training</b> , e.g. training in the use of particular pieces of equipment unique to the disabled person or re-training a teacher in a new subject area in order for them to continue teaching;
<b>acquiring or making changes to equipment</b> , e.g. providing an induction loop in the school hall and other assembly areas, providing magnifying facilities, a pager that vibrates, a visible fire alarm system, or an adapted telephone; or
<b>providing a reader or signer</b> , e.g. reading information to a visually impaired person at particular times during the working day.

The governing body and Headteacher will consult with disabled employees or prospective employees to see which adjustments are necessary and would enhance their inclusion in the school community.

In deciding whether an adjustment is “reasonable” The governing body will consider the following factors:

- how much an alteration will improve the situation for the disabled employee or prospective employee;
- how easy it is to make the adjustment;
- the cost of the adjustment, both financially and in terms of the disruption it will cause;
- the extent of the school’s financial or other resources. Including grants from the LEA or the Access to work programme

Issues to consider avoiding discriminating against prospective employees.

The governing body will not discriminate against disabled people in:

- job advertisements;
- the application process;
- the selection criteria used;
- the interview procedure;
- the terms of employment offered; or
- by deliberately not offering a disabled person the job.

### ***Job advertisements and application forms***

Governing bodies must ensure that job advertisements and application forms do not imply that a person might not get the job because they have a disability or that they are unwilling to make reasonable adjustments to employment arrangements or premises. However, there is no reason why advertisements and application forms should not ask applicants to indicate whether they are disabled, and if so, the nature of the disability and whether they are likely to require special facilities or equipment.

In some cases LEAs or governing bodies may need to make information about jobs or application forms available in an



alternative format, e.g. via minicom or in Braille, if asked to do so.

Governing bodies must not unjustifiably refuse to employ a disabled person because of their disability. However, if, having considered what reasonable adjustments may be made, a disabled person would not be the best person for the job the governing body would not have to appoint that person.

Governing bodies must not discriminate against existing disabled employees in any aspect of their employment including:

- terms and conditions of employment;
- opportunities for promotion;
- career development or training; or
- dismissal proceedings.

If an existing employee becomes disabled or an employee has a disability which worsens, the governing body should consult the person about their needs and, if the employee has a progressive condition, what effect the disability may have on future employment. The governing body may need to consider making reasonable adjustments for the disabled person.

### ***Selection criteria***

It is important to ensure that selection criteria are not applied in a way which is discriminatory, e.g. in the case of teachers, it might be discriminatory to exclude a candidate because they do not have a mini-bus driving licence where, with appropriate adjustments, the candidate might be the best person for the job.

### ***Interview procedure***

If the governing body invite a person they know to be disabled for interview they may need to make reasonable adjustments so that the disabled person is not at a disadvantage.