

Ibstone CE Primary School

School Accessibility Statement

Date of plan: December 2022

Review Date: December 2025

Introduction

This Accessibility Statement & Plan is 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 the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Schools and LAs are required to plan for:

Increasing access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure or cultural activities or school visits.

Improving access to the physical environment of schools. This covers improvements to the physical environment of the school and physical aids to access education.

Improving the delivery of written information to disabled pupils. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples may include hand-outs, timetables, textbooks and information about school events. The information should take account of pupils’ disabilities and the preferred formats for parents and pupils and be made available within a reasonable time frame.

Definition

A person has a disability 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.

Barriers to Access

The Headteacher and Chair of Governors have completed an audit and identified strengths and weaknesses of accessibility requirements.

Key Objective

To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in Ibstone School's community for pupils, and prospective pupils, with a disability. However, Ibstone School is housed in an old and picturesque building, one part dating from the 19th Century. The site is situated on the side of a hill, and has a number of levels and steps. The classroom block at the bottom of the hill is not accessible to those with mobility issues that require the use of a wheelchair. The hall is accessible to those with mobility issues and contains a disabled toilet. Major building works by Buckinghamshire County Council and/or the Diocese would be required before the existing main building could successfully meet the needs of pupils in wheelchairs or those with severe mobility problems.

The Headteacher and the Governing Body have identified learning spaces within the school that could be adapted to meet the needs of any future pupils in wheelchairs or those with severe mobility problems. This would involve the hall space being converted into a classroom for the duration of the pupil's education here at Ibstone.

Principles

Compliance with the Equality Act 2010 is consistent with Ibstone Schools aims, values and ethos. The school recognises its duty:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

Ibstone School recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

Ibstone School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the Curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

a) Education & related activities

Ibstone School will continue to seek and follow the advice of LA services, such as specialist teacher advisors and SEN inspectors/advisors, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

Ibstone School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises. The school hall was designed to meet or exceed the needs of those with mobility or access issues and includes a disabled toilet. We will also review teaching areas and assessing acoustics, colour schemes and the accessibility of facilities and fittings.

c) Provision of information

Ibstone School will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.