

Accessibility Policy

Dry Sandford Primary School



Leading Lifelong Learning; Creating Caring Communities

1. Introduction

The Equality Act 2010 and Public Sector Equality Duty build on previous legislation such as the Disability Discrimination Act. Available guidance makes it clear that schools are still required to produce an accessibility plan. Dry Sandford Primary School follows Oxfordshire County Council's provided strategy which proposes to increase access to education for disabled pupils in the schools for which it is responsible, specifically to:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services; and
- Improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This strategy applies to:

- Disabled pupils who are in schools now;
- Disabled pupils who are in the school system but at an earlier key stage; and
- Disabled pupils who are not yet in the school system but about whom

Oxfordshire

County Council and other agencies may have information.

The governing body has produced its own accessibility strategy in accordance with the Equality Act.

2. Values

There is equality in Dry Sandford School. This means:

- Being fair and having equal rights.
- Being able to be different but not being treated differently.
- Being different but not being picked on because of it.
- Being the same and being treated the same.

There is diversity in Dry Sandford School. This means:

- People being different.
- People being different and being proud to be different but not being picked on for it.
- What we thought it was that makes us, us.

Children's contributions to accessibility

The year 6 children work together in a group called 'Hope not Hate' and have created an equality vision for the school (2019), a child-friendly antibullying policy (2022) and contributed to this Accessibility Policy (2023)

3. Legislation

Like all schools, Dry Sandford Primary has had a duty to provide reasonable adjustments to disabled pupils since 2002. The three key duties are:

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To publish and implement accessibility strategy to increase access to school education for disabled pupils.

Reasonable adjustments include the provision of auxiliary aids and services for disabled pupils. This includes providing coloured overlays for dyslexic pupils, pen grips, adapted PE equipment and use of computers and software. We also change practice in order to make our curriculum more accessible. The reasonable adjustments duty is triggered only where there is a need to avoid 'substantial disadvantage'. 'Substantial' is defined as being anything more than minor or trivial.

These duties apply to disabled pupils, as defined in the Equality Act 2010. The Act says that a pupil has a disability if they have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing. More guidance on the definition of disability is available from <https://www.gov.uk/definition-of-disability-under-equality-act-2010>.

The definition can include a wide range of impairments, including hidden impairments such as a mental health need, dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD), or people diagnosed with cancer, HIV infection or multiple sclerosis. An impairment does not itself mean that a pupil is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility;
- Manual dexterity;
- Physical co-ordination;

- Continence;
- Ability to lift, carry or otherwise move everyday objects;
- Speech, hearing or eyesight;
- Memory or ability to concentrate, learn or understand; or
- Perception of risk of physical danger. A child's ability to memorise, concentrate, learn, speak, move, make and maintain positive relationships is central to their education.
- An impairment that has a long-term and substantial effect on a child's ability to do these things may amount to a disability.
- There has been a notable increase in children with neurodiversity.

Other duties

Oxfordshire County Council Equality Policy

Health and Safety

The Equality Act 2010 does not override health and safety legislation. If making a particular adjustment would increase the risks to the health and safety of any person (including the disabled pupil in question) then this is a relevant factor in deciding whether it is reasonable to make that adjustment. However, as with the approach to any question of health and safety and risk assessment, schools are not required to eliminate all risks. Suitable and sufficient risk assessments should be used to help determine where risks are likely to arise and what action can be taken to minimise those risks. Risk assessments should be specific to the individual pupil and the activities in question. Proportionate risk management relevant to the disability should be an ongoing process throughout a pupil's time at the school.

There might be instances when, although an adjustment could be made, it would not be reasonable to do so because it would endanger the health and safety either of the disabled pupil or of other people. There might be other instances where schools could make anticipatory reasonable adjustments in line with health and safety legislation, ensuring compliance with, and not infringing, that legislation.

Charging arrangements for making reasonable adjustments

It is unlawful for a setting or school to charge a child for making reasonable adjustments in any circumstances, whatever the financial cost to the school and however the setting or school is funded.

4a. Increasing access to the curriculum, extended curriculum and residential trips

The County Council provides support to schools to help them implement their accessibility plans. This includes:

- Providing training and awareness opportunities to staff, governors, parents and Carers;

- Sharing good practice;
- Encouraging collaboration between groups of schools to share expertise;
- Ensuring that schools are aware of support services that provide advice to schools and staff; and
- Providing specialist help to identify ways forward in increasing the inclusion of all pupils.

Oxfordshire's SEN Support Guidance for schools contains detailed guidance on removing barriers to achievement and improving participation in the curriculum together with guidance on equalities duties. A range of County Council services are available to schools to provide advice on curriculum access. Information about these services can be found on the Local Offer. Advice and support to enable a fully inclusive experience and curriculum access for all pupils is provided in a variety of ways: 7

- Subject-specific guidance;
- Consultancy and training on all aspects of SEN, access and disability;
- School improvement advice;
- Individual casework, consultation;
- Written guidance;
- Monitoring;
- Training for individual schools or groups of schools; • Countywide training and project development; and
- Teaching support.

Many children and young people have mental health needs which are a barrier to their inclusion in education and wider school life. Mental Health and Behaviour in Schools (DfE June 2014) provides useful guidance on supporting pupils with mental health needs. There is much that be done in schools and settings to make reasonable adjustments for the increasing numbers of children and young people with mental health disabilities.

Policy Agreed: Jan 2024

Policy to be updated every 3 years Jan 2027

Signed: KFriday Headteacher

Signed: GFitzgerald Chair of Governors