



Khalsa Primary School
Faith inspired education



ACCESSIBILITY PLAN POLICY

Policy Title	Accessibility Policy
Approval Date:	2018

Introduction

This plan addresses:

- the statutory requirements of the Equality Act 2010
- our school aims of continuing to improve all aspects of the physical environment of the school site and other resources so that all disabled pupils can take full advantage of the education and associated opportunities provided by the school where necessary.

The school was built in 2007 after careful planning to address accessibility issues for both staff and pupils, so it is built on one floor with wheelchair access to every room and a toilet dedicated to those with a disability.

Equality Act 2010 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.”

The SEN and Disability Act 2001 (SENDA) extended the 1995 DDA to include education. The Governors recognise the following duties placed upon them:

- 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 plan to make reasonable adjustments to the school buildings, to increase access to education for disabled pupils and to make the school buildings more accessible for any disabled persons.

The planning duties of the Equality Act have three requirements of the Governing body:

- to increase the extent to which disabled pupils can participate in the school curriculum;
- to improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- to improve the delivery to disabled pupils of information which is provided for pupils who are not disabled in a format appropriate to their needs.

We are required to resource, implement and review our accessibility plan as necessary. This plan will be monitored and evaluated by the Governing Body.

Numbers of pupil and staff with a disability

We currently have no pupils and no staff with a disability. Visitors to the school who have a disability have designated car parking space, have no steps to enter the school, can move around the school with ease and have a designated toilet.

This plan will be reviewed periodically unless a pupil or a member of staff with a disability attends the school, then the plan will be reviewed and reasonable adjustments will be made. Khalsa Primary School is committed to make reasonable adjustments to remove barriers to access for individuals or groups, and to enable every child to make as full use as possible of school accommodation and grounds.

Our context

Khalsa Primary School makes all children welcome and values and celebrates all members of its community, irrespective of race, colour, faith, gender or impairment. Khalsa is ambitious for all its pupils: we set suitable learning challenges, respond to pupils' diverse needs, and strive to overcome potential barriers to learning for individuals and groups of pupils.

'Excellent care, guidance and support coupled with a highly effective curriculum are having a remarkable impact on pupils' personal development which is excellent. The pupils are a great credit to the school and behave exceptionally well, demonstrating levels of self-discipline and maturity well beyond their years.' Ofsted 2011

We consider our purpose built school aids all pupils to access all areas of the school without any adjustments at present. However, we are fully aware that this could change at any time and we would do our best to support future pupils to overcome potential barriers to learning and assess all pupils individually and within a group.

The presence, provision and achievement of disabled pupils would inform planning and school arrangements if, and when, pupils with a disability become a pupil at Khalsa Primary School. Academic outcomes for disabled pupils would be scrutinised by senior management. Reviews of statements/Health, Education and Care Plans and provision of learning support are managed by the Special Educational Needs and Disabilities Co-ordinator (SENCo). The SENCo would also be responsible for ensuring all teachers and support staff are following SEND policy in the light of current needs.

The plan will be made available upon request to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it. This plan will be shared with Senior Management and will inform relevant aspects of the school's development plan.