

Mercia School

Accessibility Plan



Author:

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| This policy has been approved by the Local Governing Body and has been signed by the Chair of Governors | |
| Approval date | July 2018 |
| Date of Review | July 2019 |



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Accessibility Plan

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Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.



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1. Legislation and Guidance:

The Equality Act 2010 states that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief or 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 daily activities.

We review our Accessibility Plan every three years and obtain approval from our governing body.

2. Objectives:

to ensure, wherever possible, that disability will not prevent a young person from selection if he/she would have been selected under the school admission policy.

to respond to the individual needs of potential new admissions by seeking to implement further reasonable adjustments where that is possible.

to make Mercia School as accessible as possible for pupils, staff and visitors with disabilities.

At Mercia School we are committed to providing a supportive learning environment in which all children can learn and become successful.

We ask families about the nature of their children’s needs at induction and take all needs into account when planning all activities.

3. Physical Environment

Disabled pupils participate in extra-curricular activities and have access to all parts of the school. A lift provides access to all parts of the building. One disabled toilet is located on each floor, all of which are fitted with a handrail and an emergency pull cord. Adjustable tables are provided in appropriate classrooms.

In the event of a fire, refuge areas located near the lifts provide a safe area for pupils and staff with mobility issues to wait for firefighters to arrive. The fire doors respond to sensors and will shut in the event of a fire. The lift is fire protected, and so allow firefighters access to all floors. Each floor has a fire-warden who is responsible for ensuring that pupils and staff with mobility issues are taken to the nearest refuge area or, moved appropriately to safety.

4. Curriculum

Disabled pupils have access to all parts of the curriculum. Depending on the pupil’s needs, reasonable adjustments can be made to the PE curriculum, where particular challenges are presented an adaptation of sports played may be appropriate.

5. Access Audit

There is a lift which can accommodate a large wheelchair. It is maintained on a regular basis. School staff are trained in the operation of the lift where relevant. The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.



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6. Responsibilities:

The ultimate responsibility for SEND/access issues rests with the Board of Governors and the Headteacher.

Governors will ensure:

Due regard has been taken of the Code of Practice and the Equality Act when undertaking its responsibilities.

Funding is made available to support this policy.

The effective implementation, monitoring and evaluation of this policy.

The SENCO will act as Designated Disabilities Advisor:

to provide information and guidance to all pupils with disabilities.

to ensure that staff are aware of individual students and their access requirements with regards to modification/alteration of the physical classroom environment.

to ensure that staff are trained to undertake any procedures required to ensure safe and easy access to, and egress from, all areas of the school for individuals with mobility issues.

to foster positive attitudes amongst staff and students towards people with disabilities.

7. Monitoring, Evaluation and Review

The school Governors are responsible for ensuring the School adheres to this policy and that this policy is periodically monitored and reviewed.