



# Carterhatch Junior School

## Accessibility Policy



**ENFIELD**  
LEARNING TRUST  
BE INCLUDED

Version and Date	Action/Notes	Date Written	Date to be Reviewed
3.0 10.07.18	Approved by Board of Trustees	10.10.17	1 Year - 2019
4.0 07.09.19	Approved by Board of Trustees	Updated July 19 for Sept 19	1 Year – July 2020

## Aims and Scope

The Enfield Learning Trust believes that in partnership with parents it has a special duty to safeguard and promote the education of pupils with disabilities over and above its basic statutory responsibilities. The ELT will also make every practicable arrangement for staff and visitors with disabilities.

A person is defined as having 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. This definition is a broad one and covers physical and medical disabilities, sensory impairments, such as those affecting sight or hearing and learning disabilities.

The ELT will maintain and increase accessibility for those with disabilities to ensure their needs are met in its schools. This policy should be read in conjunction with the First Aid and Supporting Pupils with Medical Needs Policy and the Health and Safety Policy.

The ELT schools will achieve this aim by:

- Regular training for teaching and support staff in disability awareness so that they can encourage pupils with disabilities to take every opportunity to achieve their potential including music, drama and physical activities
- Fulfilling their duty not to discriminate against disabled pupils and prospective pupils in the provision of education and associated services including admissions, exclusions, extracurricular activities, educational visits and school trips
- Managing the physical environment so as to remove or minimise trip hazards or disturbances of noise and light
- Ensuring all refurbishment, minor and major building work include all reasonable measures to improve accessibility and comfort for children with disabilities
- Designating a senior member of staff at each school with special responsibility for implementing and monitoring this policy

## Responsibilities and Monitoring

The Senior Leader for Inclusion will:

- be responsible for identifying actions to improve accessibility and drawing up an implementation plan with targets and timescales
- report on progress to the Headteacher and the Local Governing Board of each school

## Long Term Objectives and Targets (Our Vision)

Our vision is that any further building work completed on our school sites will be inclusive of pupils with a range of disabilities for which we will be adequately equipped and resourced.

## **Any Future Building Programmes on individual School Sites**

All future building programs for individual school sites will comply with the DDA act and will therefore provide:

- Full access for wheelchairs to all areas of the building where practicable
- Lighting which supports the visually impaired
- Decoration to support visually impaired pupils and pupils with Autism Spectrum Disorder
- A lift, which will make any second floor of the building accessible to the disabled
- Environments which support pupils with disabilities

## **Identifying and Removing Barriers to Access**

- Each ELT school has an ongoing decoration and improvement programme which takes into consideration all aspects of physical impairment, pupils with Autism Spectrum Disorder and is particularly supportive for the visually impaired.
- Areas of poor lighting to be identified and will be replaced/refurbished as part of the on-going decoration improvement programme.
- Windows are to have blinds where required.
- Schools can be accessed easily at ground floor level. However, upper floors may not have wheelchair accessibility.
- Not all of the schools have adequate space to support pupils with physiotherapy and occupational therapy programmes.
- The schools do not have documentation in any other form but written, although some documents have been translated into other languages.
- School alarms that are auditory only do not cater for pupils with hearing impairment.
- Toilets should be redecorated to create “contrasts” for easier use by visually impaired pupils.

### Accessibility

Target	Strategies	Time Frame	Responsibility	Success Criteria
Pupils have access to teaching and learning through inclusive strategies	<p>Use of pastel colours and appropriate fonts to support dyslexic and visually impaired pupils</p> <p>Use communication in print to improve signs around the school by augmenting them with symbols</p>	On-going	SENDCo	Pupils can access the curriculum through differentiated support
Ensure classes, hall, canteen and corridors are tidy and clutter-free	Regular checks / Audits Senior leaders monitor and feedback to individuals	Daily monitoring Regular learning walks Annual health and safety inspections by ELT	SLT and Site Manager ELT officer	All areas will be tidy and the risk of tripping over clutter will be reduced
Ensure windows have blinds where required to remove barriers to access	Audit and purchase new blinds for all rooms which also allow easy exit in emergencies (separate blinds on doors)	Annually	HT and Site Manager	Pupils can access the curriculum Pupils can exit the building easily
Decorative state of the schools supports ASD pupils and the visually impaired	Annual site audit and annual health and safety inspection	Re-decorating process on-going	SENDCo and Site Manager	Decorative state of the school supports ASD pupils and the visually impaired to access the site more easily
Ensure lighting supports the visually impaired	Regular checks of all lighting Audit of lighting when an area is scheduled for redecoration	Refurbishment process on-going	SENDCo and Site Manager	Good lighting supports the visually impaired

### Accessibility

Target	Strategies	Time Frame	Responsibility	Success Criteria
Ensure access to the school for wheelchair users	Ensure classrooms are available for pupils in corridors without steps Ramps available if necessary Disabled toilet available at front of school	As necessary	Senior Leadership Team	Easier access from the playground into the main building for wheel chair users
Ensure internal and external steps (where necessary) are highlighted for visually impaired pupils	Regular monitoring Annual site audit	On-going	ELT officer, SENDCo, HT	Steps that pose a risk are highlighted to avoid trip hazards
School's documentation accessible for visually impaired parents or carers	Documentation enlarged, translated into Braille or recorded in audio format	To be completed if requested by a parent or carer	SENDCo	Documentation in appropriate format requested by a parent/carers

This policy will be reviewed annually by the Board of Trustees

Signature of Chair of Trustees:	Signature of Chief Executive Officer:
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