

WITHINFIELDS PRIMARY SCHOOL

Disability and accessibility policy and plan

Introduction

This Accessibility policy and Plan are 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 on progress of the Accessibility Plan over a prescribed period

The Equality Act 2010 places a legal obligation on schools making it unlawful to discriminate against pupils, staff and other stakeholders with a disability. This act brings together the laws included in the Special Educational Needs and Disability Act 2001 and the Disability Discrimination Act 1995. It is our duty to make sure that:

- We do not treat disabled pupils any less favourably for reasons relating to their disability.
- We make reasonable adjustments for disabled pupils, so that they are not disadvantaged.
- We will plan to increase access to education for disabled pupils.
- We will not discriminate against anyone because of a disability.
- We will promote positive attitude towards disabled pupils.
- We will try our best to remove barriers which may discourage disabled people from participating fully in all aspects of school life.

Aims:

At Withinfields Primary School we are committed to providing an accessible environment which values and includes all stakeholders – pupils, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and respect. It is our aim to reduce or, wherever possible, eliminate barriers to the curriculum, fuller aspects of school life and the school environment for pupils, prospective pupils, staff, parents and disabled visitors.

The plan will contain actions to:

- Improve access to the **physical environment** of the school site. We will make reasonable adjustments to the physical environment of the school and will purchase/provide physical aids to enable stakeholders to access education.
- Increase **access to the curriculum** for pupils with a disability, ensuring that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs and educational visits. It also covers the provision of specialist aids and equipment, which may assist these pupils when to access the curriculum.
- Improve and make reasonable adjustments to the **delivery of written information** to all stakeholders with disabilities. This information will be available in different formats within a reasonable time frame.
- The Action Plan for physical accessibility is related to a regular Access Audit of the School.
- The school acknowledges the need for on-going awareness raising and staff training on disability discrimination.

Definitions of disability

A person has a disability if he/she has a physical or mental impairment that is:

- Substantial
- Long-term and
- Has an adverse effect on his/her ability to carry out normal every day activities

Gathering Information

Information about the needs of disabled people will be gathered through:

- Pupil admission information
- SIMS data
- SEN reviews/Education, Health and Care Plans
- Discussions with relevant medical professionals and other support agencies
- Staff have the opportunity to disclose a disability to the Head Teacher in confidence. New staff will have this opportunity on application and following appointment. (When we recruit new staff we follow the Council guidelines.)
- Data showing disabilities of governors, parents, carers, guardians and other users of school.

Our school offers access to disabled users. At present our:

School building is

- Built on one level and has provision for people with mobility difficulties to ensure they can get around easily.
- Ramps and wide-opening doors are fitted
- Marked disabled space for car users who need to park close to the building.
- We have three disabled toilet facilities, two are fitted with electronic hoists and one contains a height changeable bed.

Curriculum Access

- Children are taught using a variety of multi-sensory teaching and learning methods.
- All staff (teaching and support) use the principles of 'Assessment for Learning'.
- Additional, medical and special educational needs (SEN) registers are kept up to date through regular assess, plan, do and review cycles
- Where pupils have specific needs, individualised pen portraits are developed
- There are a range of intervention programmes offered to pupils.
- Advice is sought from many outside agencies to inform staff of the best ways to provide 'reasonable adjustments.'
- Teaching Assistants are well trained and work in collaboration with the teaching staff to make sure that disabled pupils are appropriately supported.
- Analysis of performance data helps school to see how effective extra support sessions, for pupils with specific learning needs, have been.
- Support systems are available to make sure pupils who need special arrangements to access assessments (such as extra time, readers, modified tests and enlarged test papers etc) have this provided.

- ICT may be used as an aid where appropriate for pupils with a specific difficulty.
- Visual aids, prompts and resources including visual timetables are used to facilitate access for all pupils deemed in need of them. Through assemblies, PHSE and SEAL, differences are discussed and promoted.
- Staff working with pupils with disabilities receive appropriate training e.g. speech and language.
- Thorough risk assessments undertaken as required and take full account of the needs of disabled children

Communication Between Home and School

- School sends a newsletter home weekly in print and via email
- Correspondence will be written in comic sans or arial.
- Regular contact is made with parents of pupils on the SEN register.
- All parents are offered the opportunity to speak to teachers to discuss pupils' progress.
- Parents' evenings occur termly. A written report is sent out annually.
- Parent information evenings are held at the beginning of each new academic year
- School has a full time pastoral support officer to help and improve home-school communication

Objective	Actions	Timescale	Personnel	Monitoring	Success criteria
1. <u>Improving access to the physical environment of the school</u>					
Improved physical environment	Take into account needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site, such as improved access, lighting and colour schemes, more accessible facilities and fittings	Ongoing	Governors SLT	Resources	Enabling needs to be met where possible
Ensure equal access for SEND pupil	Hold initial meetings with parents regarding pupil's needs.	Ongoing	Governors SLT	School council Premises resources	Inclusive environment for pupils
2. <u>Increase the extent to which disabled pupils can access the curriculum</u>					
Staff prepared for individual needs of new cohorts	Liaise closely with previous nurseries. Develop data collection sheet to gather information about any SEND or pastoral needs of the child or family. New parent information evenings Three days' transition before the summer holiday	By September 2019	RR/EH/SB/JP	SB/JP	All pupils accessing the curriculum
Ensure out of school activities planned to allow for participation	Look at risk assessments to allow children to access out of school activities.	Ongoing	Sports leaders Class teachers	HY	All pupils able to participate in out of school activities

of all pupils					
3. <u>Improve the delivery of written and electronic information to stakeholders with a disability</u>					
Access to written information for all stakeholders	Audit signage around school to ensure accessibility for all stakeholders	September 2019	Governors SLT	HY	Information clearly displayed and accessible to all