



Sleights Church of England
(Voluntary Controlled) Primary School

Accessibility Policy

June 2020

Working together to be happy; to flourish; to succeed
through our Christian values
perseverance, respect and trust.

This policy intends to outline Sleights Church of England (Voluntary Controlled) Primary School's approach towards supporting accessibility.

In our Church school, our vision is to "work together to be happy; to flourish; to succeed". This policy intends to outline how our whole school community lives this out in relation to increasing the accessibility of our school for disabled pupils.

Definition of Disability

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.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlaws discrimination by schools and Local Authorities against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised annually as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled (this will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils.

Examples might include handouts, timetables, textbooks and information about school events.

The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Our school aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage.

The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

The school has children with a range of disabilities which include high, moderate and specific learning difficulties. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have a number of children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.

We have competent First Aiders who hold current First Aid certificates, paediatric First Aiders and Outdoor First Aiders. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members.

Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Our Accessibility Plan

Equality and Inclusion

Target	Strategy	Outcome	Timeframe
To ensure that the Accessibility Plan becomes an annual agenda item at FGB Meetings.	<ul style="list-style-type: none"> Clerk to Governors to add to list for FGB meetings. 	Adherence to legislation.	Annually
To improve staff awareness of disability issues.	<ul style="list-style-type: none"> Review staff training needs Provide training for members of the school community as appropriate 	Whole school community aware of issues.	On-going
To ensure that all policies consider the implications of disability	<ul style="list-style-type: none"> Consider during review of policies. 	Policies reflect current legislation.	On-going access.

Physical Environment

Target	Strategy	Outcome	Timeframe
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and on-going continue to improve access to the school's physical environment for all.	<ul style="list-style-type: none"> Audit of accessibility of school buildings and grounds by Governors. 	Modifications will be made to the school building to improve access.	Suggest actions and implement as budget allows.
To ensure that our school is physically accessible to all members of the school community	<ul style="list-style-type: none"> Audit of accessibility of school buildings and grounds by Governors. 	Suggest actions and implement as budget allows.	On-going

Curriculum

Target	Strategy	Outcome	Timeframe
To continue to train support staff to enable them to meet the needs of children with a range of SEND.	<ul style="list-style-type: none"> SENCo to review the needs of children and provide training accordingly. 	Staff are able to enable all children to access the curriculum.	On-going
To ensure that all children are able to access all out-of-school activities. e.g. clubs, trips, residential visits.	<ul style="list-style-type: none"> Review out of school provision to ensure compliance with legislation. 	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	On-going

Target	Strategy	Outcome	Timeframe
To provide specialist equipment to promote participation in learning by all pupils.	<ul style="list-style-type: none"> Assess the needs of the children in each class and provide equipment as needed e.g. Children will develop independent learning skills. 	Reviewed termly by SENCO special pens, headphones, writing slopes etc.	
To meet the needs of individuals during any statutory tests or assessments e.g.: Reception baseline, Y1 Phonics, KS1 tests, Y4 Times Tables, KS2 Tests.	<ul style="list-style-type: none"> Children will be assessed, in accordance with regular classroom practice, and additional time will be given as needed. 	Barriers to learning will be reduced or removed enabling children to achieve their full potential.	Annually

Written / Other information

Target	Strategy	Outcome	Timeframe
To ensure that all parents and other members of the school community can access information.	<ul style="list-style-type: none"> Written information will be provided in alternative formats as necessary e.g.: Braille or larger fonts. 	Written information will be provided in alternative formats as necessary	As needed
To ensure that parents who are unable to attend school, because of a disability are able to access parent's evenings.	<ul style="list-style-type: none"> Staff to hold parents evenings by phone or send home written information. 	Parents are informed of children's progress.	Termly