

Accessibility Policy

Committee Responsible for Policy: Full Governing Body

Policy written by: Miss Sarah Baxter / Miss Selina Pacey



Policy shared with staff: January 2018

Policy confirmed by the Governing Body of Linchfield Community Primary School on:

Date: March 2018

Signature: Full Governing Body

Policy to be reviewed : Every Year or when changes to the school building

Accessibility Plan

Linchfield Community Primary School Accessibility Plan sets out the staff and governors' response to the Special Educational Needs and Disability Act which requires that a pupil should not be treated less favourably because of a disability. The current plan is reproduced below. Close attention is paid to implementation of the Access Plan to ensure inclusion and equality of opportunity for all pupils.

1. Context The Accessibility Plan is our response to the requirements of the Special Educational Needs and Disability Act which requires that a pupil should not be treated less favourably for a reason related to a disability.

2. Currency The plan is intended to be current and a working document in that it will be kept under review by the Governing Body, assisted by senior staff at the school and revised as necessary.

3. Definitions The legislation defines disability as physical, sensory, intellectual or mental impairment. Discrimination means treating pupils less favourably than others without justification.

4. Aims

(a) Curriculum – the aim is to increase the extent to which disabled pupils can participate in the school curriculum.

(b) Physical environment – the aim is to improve the physical environment of the school so as to increase the extent to which disabled pupils are able to take advantage of the education provided by the school.

(c) Information – the aim is to improve the delivery to disabled pupils of information which is provided for pupils who are not disabled.

5. Objectives

(a) Curriculum – to ensure that curriculum and other planning takes account of all forms of disability and makes provision for a wide range of needs so that all pupils have access to an excellent academic and social education.

(b) Physical environment – to ensure that, as far as reasonably practicable, needs of pupils with disabilities are met in terms of the physical environment of the school.

(c) Information – to ensure that written and other communications with pupils take into account the needs of those with disabilities.

6. Implementation

(a) General

- The Headteacher will make all staff aware of the Accessibility Plan

(b) Curriculum

- Regular meetings of the teachers, teaching assistants, the Senior Leadership Team and Leadership Group will all help to ensure staff are informed of their roles and responsibilities.
- Access will be enhanced by the effective deployment of staff and by deploying multi-sensory techniques as appropriate.
- Continuing Professional Development (CPD) activities will be arranged for staff as appropriate.
- Passports will highlight ways in which the curriculum will be adapted to support children with disabilities.
- The support of outside advisers will be sought to enhance the knowledge and techniques of staff as necessary.
- Advice will be provided to staff to ensure that, as far as reasonably practicable, disabled pupils have access to all practical, expressive and physical activities. Advice will be provided to staff on suitable classroom layouts to accommodate the needs of disabled pupils as necessary.
- Staff will take account of mobility difficulties in the movement of pupils into, out of and around the school.
- As far as reasonably practicable, all pupils will have the opportunity to participate in activities and educational visits irrespective of disability.

- All pupils will take part in lessons and projects that educate the whole academy community on disability.

(c) Physical environment

- The school buildings provide access for disabled pupils
- Emergency evacuation procedures will be in place to provide specific 1:1 supervision of any disabled pupils
- Transport to off-site facilities and for educational visits caters for disabled pupils.

(d) Information

- Information will be made available in an appropriate form to students and prospective students who may have difficulty with standard printed information.
- Staff will be provided with training to enable them to use practices and systems developed to assist people with disabilities
- All children presenting at school with a physical disability will have a care plan drawn up between our School Medical Officer and the parent prior to, where possible, when they start school.
- For children presenting with mental health needs or emotional needs we have designated Learning Mentor to support children and their families.
- For children who school refuse, we will support parents in getting their child into school through a phone call or home visits where necessary.

7. Details of Existing Facilities

The school buildings, with doors suitable for wheelchairs and other mobility aids, provide full access to pupils with physical disabilities. The whole building is on one level and in the majority of cases, there are no raised lintels to entrance ways. Where buildings have steps (all mobile classrooms) alternative arrangements will made for children in these year groups or ramps will be installed where needed.

8. Review

The Inclusion Leader and The Deputy Headteacher are both Child Protection Officer. The Special Educational Needs policy is implemented by the whole school. The Accessibility Plan is subject to regular review.