

# Newlands Primary School **Accessibility Policy**



THE KEMNAL ACADEMIES TRUST  
**Headteacher: Mr C Markham**  
**Date adopted: March 2017**  
**To be reviewed: March 2019**

SIGNED BY CHAIR/HEADTEACHER.....

A handwritten signature in black ink, appearing to read "C. Markham".

26/03/2018

DATE:.....

# ACCESSIBILITY POLICY

## INTRODUCTION

The SEN and Disability Act 2001 extended The Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002 the Governing Body has had the key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

The plan sets out the governor's proposals to increase access to education for disabled pupils in the three areas required by the planning duties set out in the DDA:

- to increase the extent to which disabled pupils can participate in the school curriculum;
- to improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- to improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This Accessibility plan has been developed in consultation with staff and governors of the school and covers the period March 2018 to March 2019.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## **The Purpose and direction of the school's plan: Vision and Values**

### **The Learner**

We aim to help our students become the following:

- lifelong learners
- knowledgeable
- effective communicators
- thinkers
- inquirers
- risk takers in learning
- principled
- open minded in spirit
- healthy and happy in life
- reflective
- caring
- balanced in their outlook

### **Values**

We aim to develop an attitude of individual responsibility, based on the values of honesty, respect, self-control, equality and care and concern for others.

We can achieve this by:

- Living and modelling our values within our school programme and learning community
- Giving opportunities for pupils to make a positive difference in the lives of others and in the environment through the concept of service

We are inclusive in all areas of school life, e.g. school council, after school clubs and extracurricular activities.

All children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. All teachers take account of the inclusion statement (Section 4) in the National Curriculum 2014:

1. Setting suitable challenges
2. Responding to pupils diverse learning needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

**The school has set the following priorities for the development of the vision and values within this plan:**

- **To distribute the Accessibility Plan to all staff**
- **To keep staff informed of any changes to the plan**
- **To remind staff regularly of the plan.**

### **Information from pupil data and school audit**

Pupils currently in school to whom the plan applies include those with:

- Hearing impairments
- Visual impairments
- Behaviour problems
- Autistic Spectrum Disorders
- Food allergies
- Moderate Learning Difficulties
- Epilepsy
- Diabetes

We are informed of the needs of pupils prior to admission through:

- Child Health
- Parents/Carers
- Early Years Setting
- Home visits
- Previous schools

We admit pupils with behaviour and ASD problems whose needs have not been met in their previous schools.

When our attendance falls below the national average there are systems in place to raise our attendance to at least the national average.

Outcomes for all pupils are monitored through termly tracking and year end results.

Children are rewarded for achievements and good attendance in assembly every Friday.

The needs of all pupils are considered with reference to the Every Child Matters agenda.

The school is suitable for both pupils and adults using wheelchairs or mobility aids, space in individual classrooms is the main issue.

Alterations to the main reception area in 2006 comply with DDA and all areas are accessible to pupils and adults using wheelchairs or mobility aids. The disabled toilet is DDA compliant and provides access to wheelchairs and mobility aids.

Where possible, children are included in all areas of school life. There are infrequent occasions, e.g. school trips when, for their own safety or that of others they are not able to participate.

The school has set the following priorities for the development of information and data to support the school's accessibility plan:

- Monitor the occasions when we have to turn away admissions
- Continue to monitor attendance
- Monitor any exclusion of pupils from trips etc.
- Monitor any further adaptations to the school to be in line with requirements of the DDA
- Systems that are already in place will be evaluated; e.g. Individual Education Plans.

### **Views of those consulted during the development of the plan**

The views and aspirations of pupils and their parents are sought during reviews.

We maintain good links with parents through regular parent consultations and an 'open door' policy.

Staff are consulted regularly through staff training and informally.

### **Admissions**

The admission of a child with Special Educational Needs to the school will be conditional upon:

- (a)** The parents/carers full disclosure to the school of the pupil's disability. Appropriate planning by the school, including requests for additional funding, are dependent upon the school having access to all relevant information.
- (b)** The availability of appropriate facilities within the school. These include both physical facilities and reasonable curricular provision.
- (c)** Specific additional funding from appropriate authorities.
- (d)** Agreement about the stages for which entry is being offered.
- (e)** Acceptance by the parents/carers that some educational opportunities which take place off site may not be available. The above conditions will also apply if a disability develops during the pupil's education at Newlands Primary School.

## Access to Buildings and Classrooms

Building	Features
Main Building	<ul style="list-style-type: none"> <li>• All classrooms have either flat or ramped entrance and exit.</li> <li>• There is the provision of a disabled toilet.</li> <li>• Corridors are wide enough for wheelchairs to be used.</li> <li>• Doors have low fitted handles</li> </ul>
Hall	<ul style="list-style-type: none"> <li>• All entrances are flat allowing for easy wheelchair access.</li> <li>• Access to the quadrangle would require a ramp to gain wheelchair access.</li> <li>• Access to the kitchen server is clear and suitable for wheelchair bound pupils.</li> </ul>
KS1	<ul style="list-style-type: none"> <li>• Corridors have easy wheelchair access.</li> <li>• All classrooms have either flat or ramped entrance and exit.</li> <li>• Corridors are wide enough for wheelchairs to be used.</li> <li>• Doors have low fitted handles</li> <li>• 2 large activity areas outside classrooms.</li> </ul>
Playground	<ul style="list-style-type: none"> <li>• Available for all pupils</li> </ul>
Field	<ul style="list-style-type: none"> <li>• Available for all pupils</li> </ul>
Annexe Building	<ul style="list-style-type: none"> <li>• Easily accessed by a ramp (However 2<sup>nd</sup> floor -cannot be accessed via wheelchair- these are offices used by staff)</li> <li>• Cooking Suite Available for all pupils</li> </ul>

## Evacuation Procedures

The school's fire and evacuation policy lays down basic procedures for the safe and efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with a pupil and parents/carers and will be set out in the Individual Education Plan for the pupil.

## **Curriculum Access: Teaching, Learning and Assessment**

Our aim is that pupils with disabilities should, as far as possible, have access to a full and broad curriculum, similar to that of their peers.

As a mainstream primary school we cannot replicate the range of support and resources that a local authority can provide. However the school has successfully supported pupils with a range of disabilities – hearing, physical disabilities and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a pupil's needs. Such assessment is carried out within the terms of the school's SEN policy and guidelines on Assessing children who may have special educational needs.

Access to the curriculum is a key issue for consideration at the stage of admission, transition with the school or when a disability develops. The Individual Education plan (IEP) for the pupil will address the issue, which will therefore be kept under constant review.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- Input from specialist (external) teachers
- Technological enhancements – ICT
- Adaptation of teaching materials.

The school's ICT network provides access to pupils in all locations with the use of wireless Chromebook trollies.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and whether the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the school's SEN provisions, teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests.

The school's teaching and learning policy incorporates advice for teachers on supporting disabled pupils. The school has an on-going programme of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

## **Informal Curriculum**

Pupils at Newlands Primary School have always been able to participate fully in the wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability. This has included:

- Outdoor education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a pupil's social development are incorporated into a pupil's IEP.

The suitability of any event and the need for additional support is discussed fully with parents in advance.

## **Information for Pupils and Parents**

Parents/carers are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.

Large print format materials are available when required.

If either pupils or parents/carers have difficulty accessing information normally provided in writing by the school such as hand-outs, newsletters, homework etc, then the school would be happy to consider alternative forms of provision in consultation with outside agencies.

## **Source Materials:**

The priorities of the plan have been identified using a number of sources including:

- School Census return
- End of key stage results
- Parent consultations
- Pupil consultations
- Multi-Agency meetings
- Health and Safety Inspections
- Service Reports

The plan has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Pupils with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other pupils.

Other important plans are contained and considered within this plan. They are:

- Equal opportunities (including Racial Equality)
- Health and Safety Policy (including administration of medicines)
- Emergency and Evacuation Procedures
- Special Educational Needs Policy
- Positive Behaviour Policy
- Admissions Policy

### **Action Plans**

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised and reported on annually. The action plan which shows how the school will address the priorities identified are set out in the annual SEN report.

To be reviewed: March 2019

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Chair