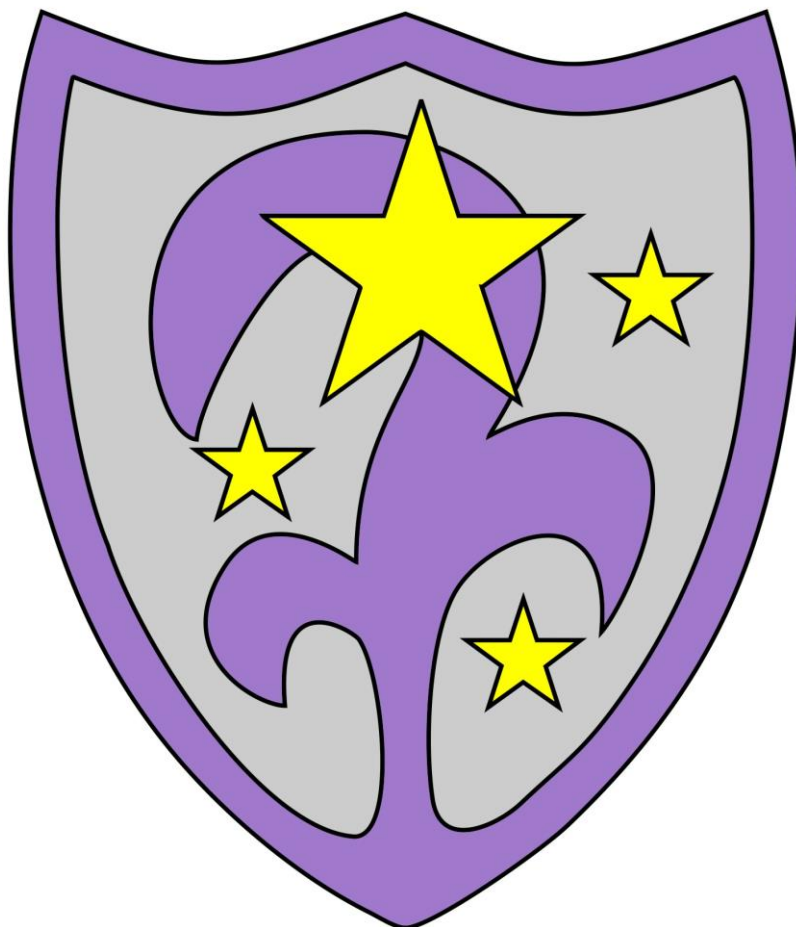


Elliston Academy



Accessibility Policy

Responsibility: Mrs D Coates

Date: July 2023

Review: July 2026

Signed:
Principal - C. Patterson

Accessibility Policy

This policy outlines the way that Elliston Primary Academy provides access to education for pupils with a disability. A person has a disability if 'he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.' (Disability Discrimination Act 1995)

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

The school is active in promoting positive attitudes to disabled people. As part of the school's continued communication with parents/carers and other stakeholders, we continually look at ways to improve accessibility.

This policy has been set out in accordance with advice outlined in the DfES's 'Accessible Schools: Planning to increase access to schools for disabled pupils'.

Admissions

The Academy Improvement Committee and staff of Elliston Primary Academy support the Special Educational Needs and Disability Act (2001). Therefore, the school is committed to the principles of inclusion, allowing access to education for all children, where this can reasonably be provided. It is important that the Principal is informed of the Special Educational Needs and/or a Record of Needs of any child as soon as possible so that the school can discuss appropriate arrangements. This is no later than the beginning of the term preceding a child's entry to school in the Foundation Stage. Where transfers take place, the school is reliant on effective two-way communication with the child's prior school. All cases are considered sympathetically and on an individual basis.

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

The parents'/carers' full disclosure to the school of the child's disability
Appropriate planning by the school, including requests for additional funding, is dependent on the school having access to all relevant information.

The following of procedures set out in any school policies relating to Special Educational Needs.

The availability of appropriate facilities within the school. These include both physical facilities and adequate curricular provision.

Access to Buildings and Classrooms

Access for pupils/adults and all other site users with disabilities is always given consideration.

All doors into the ground floor of the school building are accessible to wheelchairs.

The school is all on two levels and classrooms on the ground floor are accessible for all pupils. We have a lift which will take wheelchair users to the first floor. There is a disabled parking bay in the car park for disabled staff/visitors and disabled toilets on both floors of the school building.

Evacuation Procedures

If required, the school's evacuation procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents as well as on a whole school level so that all staff are aware of any amendments. They will be highlighted in the risk assessment for the pupil.

Curriculum Access: Teaching, Learning and Assessment

It is the aim of the school that wherever possible, all children will have access to a broad, balanced curriculum that builds upon their experiences.

Elliston Primary Academy has successfully supported children with a range of disabilities, including physical, behavioural and learning of varying degrees. These children have been included in both curricular and extra-curricular activities. Approaches are adapted, when necessary, based on a full assessment of the needs of the individual child.

Access to the curriculum is a key consideration throughout the school- on entry to the school, when crossing Key Stages or when a disability develops. These instances may be long term or temporary and the school plans support accordingly. Each child in this situation will be involved in the construction of a Graduated approach and risk assessment which are formally reviewed each term but reviewed informally as part of an ongoing process. These are implemented to ensure that each child with a disability works towards targets to develop skills to support their inclusion.

Elliston Primary Academy works closely with the Local Authority and outside agencies involved with pupils requiring additional support or with additional needs to ensure that together, we meet the individual needs of the child.

A child may have an Education, Health and Care Plan (EHCP) which outlines the child's needs and what should be put in place to support these needs and ease the child's access to the curriculum. This could be a specific resource or piece of equipment. In these cases, staff will receive relevant training. Currently, we have staff who are trained in Makaton and PECS.

Support can be provided in a variety of ways through the school's staged intervention strategy outlined in the policy for Special Educational Needs.

- TA support
- Input from specialist teachers
- Technological enhancement
- Adaptation of teaching materials
- Specialist support programmes

The school has a network of computers as well as sets of iPads. This provides access to ICT for all pupils in a variety of locations. Effective use of these facilities can support children with mobility difficulties and sight impairment.

In considering the school timetable the school gives sympathetic consideration to individual needs. The organisation of the classroom is planned for flexibility, considering furniture, resources and seating arrangements in order to facilitate access and learning.

Pupils at Elliston Primary Academy have always been able to participate fully in a wide range of activities offered beyond the classroom, aiming to include children with disabilities wherever possible. These activities include:

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

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

Procedures for planning support.

Prior to a child starting school, any specific adaptations where possible will be put in place to support the needs of the child and their specific disability. School will contact the relevant professionals and a Multi-Agency Meeting will be arranged with parents/carers to discuss the child's needs so that support can be planned and any adaptations to the building or curriculum can be made.

Elliston Primary Academy believe it is highly important that all agencies work in collaboration to plan the support using each individuals' professional skills, knowledge and experience.

The school works closely with the child's parents/carers as we believe they know and understand how best to meet their child's needs and this will ensure a smooth and successful transition for them.

A risk assessment and Personal Evacuation Plan (PEP) will be carried out for any child who needs to use a wheelchair in and around the school building. Similarly, if a child has a broken limb or needs to use a sling/boot/crutches within the school building, a risk assessment will be carried out with the child and their parents/carers. In both cases the child's safety is paramount and any risks to them or others needs to be considered and procedures put in place BEFORE they can return to school. As far as is possible, a G.P or medical professional should state that the child is fit to attend school with their injury. If a staff member has an injury or illness, they should also complete a risk assessment and have medical clearance that they are fit to return to work.

We have competent First Aiders (including Paediatric First Aiders) in school who hold current First Aid certificates. These are reviewed on a regular basis.

All medications (including inhalers) are kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms MUST be filled in by parents/carers outlining the illness, dosage and frequency the medication is to be administered. Any medication given is recorded and witnessed by a second member of staff.

Some children have food allergies, food intolerances or cultural food choices and this information is collated and is available to all staff via the medical register on Bromcom. Kitchen staff have access to photographs of any children with additional

requirements and are happy to liaise with parents/carers to devise suitable menus for their children. Please note that special data is stored securely to meet GDPR requirements.

The management of any incidents of bullying

At Elliston Primary we use a variety of methods for helping to prevent bullying.

These include:

Midweek Me Time

Assemblies

Circle time

PSHE and curriculum lessons

Participation in Friendship Week

Pupil council discussions

Peer Mediation

Questionnaires to parents and children

The use of worry boxes where children can put their written concerns.

Adequate supervision and staffing levels

Learning Mentor supporting individuals and groups of children

Support programmes for vulnerable pupils

Children at Elliston Primary Academy are supportive and caring towards any child with a disability and are keen to assist them. If any child is unhappy in school or they are concerned that someone is being unkind, they know they can talk to any of our trusted members of staff. Any instances of bullying are dealt with quickly and efficiently in accordance with our bullying policy.

Information for Pupils and Parents

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their reliability, and their willingness to participate. Other aspects such as maturity and sensitivity of the issue are considered when deciding on the child's involvement.

Large print forms are readily available. The service of a sign language interpreter can be accessed to facilitate parental interviews.

If the pupils or parents have difficulty accessing information normally provided in writing by the school, such as handouts, newsletters, homework etc, then the school will be happy to consider alternative forms of provision.

Policy date: July 2023