



High Green Primary School

Accessibility Policy 2021

What is a disability?

A person is considered to have a disability if he/ she has a physical or mental impairment that has a substantial and long-term adverse effect on his/ her ability to carry out every day activities.

Legislation makes it unlawful to discriminate, without justification, against pupils in all aspects of school life.

Rationale

In accordance with statutory requirements, schools are legally required to produce an accessibility policy.

Disabled children and adults should not be treated less favourably for a reason that relates to their disability.

Aims

High Green Primary School will endeavour to ensure that all children are treated in a fair and equitable manner. We want all children and adults to be able to access all areas of school life.

We will do this by constantly reviewing general access to the curriculum, extra-curricular activities and access to the physical environment of the school. We will make reasonable adjustments to ensure that both children and adults are able to access all of the school curriculum and physical environment.

Objectives

The school will aim to ensure that all children are able to access the school curriculum. This covers not only teaching and learning, but also the wider curriculum of the school; participation in after school clubs, leisure and cultural events and

school visits. We will also ensure that all adults working or visiting the school are able to access the school environment and that children are also able to access all areas.

The Physical Environment of the school and access

The physical environment includes steps, kerbs, pavements, toilets and washing facilities, as well as the school buildings.

Wheelchair access

High Green Primary School is a single storey building with wheelchair access to all areas. There are also 2 mobile classrooms with wheelchair access to both.

Most paths are concrete, although the ramp to the Year 5/6 mobile is wooden. There is an incline to the main reception building, the Year 5/6 mobile, the Y3/4 mobile and the rear exit to the Y1 classroom. Entrance and exit doors have a small lip that can be accessed by wheelchairs. Consideration is given to placement of furniture on corridors and in all learning areas, to avoid obstruction.

Classrooms vary in size and the opportunity for free access reduces in the Upper KS2 classrooms due to children's growth and the size of classroom furniture. I.e. tables and chairs. If wheelchair access were to be needed in these year groups, it could be possible to change classrooms to accommodate the needs of the individual.

Toilet/ washing/ feeding facilities

There is one disabled toilet that is situated in the Year 3/4 mobile classroom. It is wheelchair accessible. There is a sink in there, lower than usual light switch and the taps are easy for disabled use.

The toilets in the main building have different sizes to allow choice, the sinks have a step for ease of access and the taps are due to be replaced with sensor taps to ensure they are easier to use for disabled children.

Curriculum access

- Wheelchair access to all learning areas in school.
- Speech and language therapist, learning support teachers, Educational Psychologist, Physiotherapists, Occupational therapists, school nurse, the CAMHS team and other outside agencies are contacted as necessary. They observe/ assess children and liaise with class teachers, teaching assistants, parents and the SENCO to ensure that children are able to access the curriculum and are making progress.
- SENCO liaises with teachers, teaching assistants and class teachers to ensure that all information and advice is passed to them. This is to ensure that

reasonable adjustments are made so that children can fully access the curriculum.

- Teaching assistants have a high level of training but are given further training so that they are able to deliver specific support and intervention programmes.
- Children are grouped according to ability for English and Maths lessons. 1:1 and small group support is given to children who have SEN support or have a Statement of SEN or EHC plan.
- We have Friendship/ social groups to develop self-esteem and to help children to develop skills for interacting with peers and to ensure that they are emotionally ready to access the curriculum.

- Whole staff training is given on barriers to learning such as Dyslexia and ADHD so that teachers and teaching assistants so that they are able to make reasonable adjustments to their teaching and can support the children fully.
- EMTAS can be contacted to provide interpreting services for children who use English as a second language.
- Visual timetables are used across school. In some cases, individual visual timetables are provided.
- Every Child Matter folders provide information on individual needs. Each class teacher also has an SEN file which gives details of advice regarding their support.
- The Hearing Impaired teacher carries out regular hearing tests on children with a hearing impairment and gives advice to children, teachers and parents regarding their support.
- Carpeted classrooms ensure that noise levels are minimised for the children with hearing impairment. In the year 1 and 2 classrooms, acoustic work has been done to reduce the noise levels.
- Risk assessments are carried out prior to educational visits to ensure that all children can access them to a level appropriate to them.
- Any other reasonable adjustments that need to be made prior to admission will be planned for so that transition to High Green Primary School is smooth.

Information in alternative forms

- We are able to enlarge the print so that children and adults with a visual impairment are able to read all information.
- We provide visual aids for children with Dyslexic difficulties. These include coloured books, wipe-clean boards, coloured overlays and reading rulers.
- Differentiated activities and methods of recording such as writing frames and visual activities.
- Use of visual strategies to ensure understanding of their learning and also to promote good behaviour.

Accessibility plan for 2015

- Look into possibilities for disabled washing facilities.
- SENCO to look into possibilities of computer keyboards with large fonts and coloured keys for visually impaired.
- SENCO to look into possibilities of alternative computer mice. Those with small and large ball to assist with fine motor difficulties.
- Issues of lack of disabled facilities for adults have been raised with the LA through a defects survey January 2015.