

Keelby Primary Academy



Accessibility Policy and Plan 2021

Accessibility Policy

This policy outlines the way that Keelby 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)

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'.

Accessibility is addressed under the following six headings: Admissions
Access to Buildings and Classrooms Curriculum
Access
Informal Curriculum
Information for Pupils and Parents Development
Targets

Admissions

The Governing Body and staff of Keelby 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

There is disabled access to all classrooms and to the main entrance and pupil exits from school.

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 Individual Learning Plan 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.

Keelby Primary Academy has successfully supported children with a range of disabilities, 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 an Individual Learning Plan which is formally reviewed each term but reviewed informally as part of an ongoing process. This plan aims to ensure that each child with a disability works towards targets to develop skills to support their inclusion.

Advice is sought from appropriate professionals beyond the school. 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 Keelby 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.

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 review date: September 2021

Accessibility Plan

Keelby Primary Academy

2017-2020

Target	Tasks	Responsibility	Monitoring
<p>Access to Curriculum</p> <p>Ensure all ICT is appropriate for pupils with disabilities</p>	<ul style="list-style-type: none"> 🔧 Ongoing review of accessibility of ICT (including iPads and whiteboards) 🔧 Involve pupils in review of ICT 🔧 Prioritise new software to purchase 🔧 Check glare on white boards/change background colour for eye sensitivity 	ICT lead/Sendco	SLT
<p>Access to Curriculum</p> <p>Ensure all learning environments are effective</p>	<ul style="list-style-type: none"> 🔧 Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement 🔧 Learning environment walkthroughs to continually check resources and classrooms are organized in accordance with pupils needs 🔧 Ongoing staff training programme and disability awareness specific to the pupils in school 🔧 Feedback from pupils via school council 🔧 Ongoing review of PE/Staying Healthy curriculum. Liase with PE provider Synergy. 	<p>All staff</p> <p>SENdco</p> <p>PE lead/Synergy PSHE lead School council</p>	<p>SLT via cycle of monitoring and evaluation</p> <p>Governors</p>
<p>Access to Wider Curriculum</p> <p>Ensure we offer a wide range of extra curricular activities and they are accessed.</p>	<ul style="list-style-type: none"> 🔧 Regular review and change our clubs offer 🔧 Audit participation in clubs and identify barriers 🔧 Ensure they are accessible for all (PUP funding) 🔧 Investigate extra lunchtime activities as per pupil need (behavior plans) by TAs 🔧 On going checks and risk assessment done re trip venues 	<p>Office manager</p> <p>Principal</p>	<p>SLT</p> <p>Governors</p>
<p>Premises</p> <p>Maintain site access to meet diverse needs of pupils, staff, parents and community</p>	<ul style="list-style-type: none"> 🔧 All classrooms made fully accessible for wheel chair users, level surfaces wide doors and ramp- completed 2017 🔧 Easy opening doors allow all pupils to access all areas independently-completed 🔧 Yellow visual aids painted on all steps and stage 🔧 Regular health and safety site walks highlight any new issue as they arise 	Office/site manager	Principal/SLT
<p>Attitudes</p> <p>To maintain a positive attitude to disability</p>	<ul style="list-style-type: none"> 🔧 Maintain our strong culture of inclusion that ensures any pupils with a disability are not disadvantaged. 🔧 PSHE curriculum- Jigsaw 🔧 Assembly programme designed to teach children to tolerate and accept all groups and individuals. 🔧 Family groups in school promote inclusion for all – including, disability, race, gender.... 	PSHE Lead	SLT and governors
<p>Information sharing</p> <p>Availability of documents in alternative formats</p>	<ul style="list-style-type: none"> 🔧 Large print or alternative language documents as required 🔧 Monitor need for alternative forms of documents 🔧 Provide 	Office manager	SLT and Governors

