



Micklefield C.E. (VC) Primary School

Accessibility Policy

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| Date: | October 2019 | Review Date: | October 2021 |
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It is a primary aim and vital to the Christian ethos of our school, that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on Christian principles and mutual trust and respect for all. The school Accessibility Policy is therefore designed to reinforce the way in which all members of the school can live and work together in a caring and supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

We believe that we work hard to ensure that the culture and ethos of this school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treat one another with respect. This school provides pupils with the opportunity to experience understand and value diversity.

In accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA) this policy and plan has been devised. It also draws on the guidance set out in "Accessing School: Planning to increase access to schools for disabled pupils" issued by the DFES in July 2002.

The definition of disability is:

"A person has a disability if he or she has a physical or mental impairment that 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 (DDA))

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

Aim

- To reduce and eliminate barriers to access the curriculum and to have full participation in the school community for pupils, prospective pupils and our adult users with a disability.

Principles

- Compliance with the Disability Discrimination Act 1995 is consistent with the:
 - School's aims
 - Equal opportunities policy

- SEND policy
- We recognise that we have a duty under the DDA (as amended by the SENDA) to publish an Accessibility Plan but not to:
 - discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services
 - treat disabled pupils less favourably
 - take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- Governors and staff, while performing their duties, will have regard to the Disability Rights Commission Code of Practice (2002).
- We will work with parents to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities. We respect the child's and parents' right to confidentiality.
- We will provide all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.
- We endorse the key principles in the National Curriculum 2014 framework which underpins the development of a more inclusive curriculum by:
 - setting suitable learning challenges
 - responding to pupil's diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils

School Accessibility Plan

We have identified the following points of action as the main focus of the School Accessibility Plan namely:

- Delivery of the curriculum
- The physical environment of the school
- Provision of information in other formats

Associated School Policies and Plans

- School Development Plan
- SEND Policy
- Equal Opportunity Policy
- Curriculum Policies

Effectiveness

We believe this policy will be effective only if we ensure consistency across the school by regular monitoring.

Micklefield CE (VC) Primary School – Accessibility Plan 2019 -2021

Improving the Curriculum Access

| TARGET | STRATEGY | OUTCOME | TIMEFRAME | ACHIEVEMENT |
|---|--|--|------------------|--|
| To continue with CPD through staff meetings and training to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them | Staff training requirements identified - link professionals | All teachers fully meet the requirements of children’s needs with regards to accessing the curriculum Pupil Progress meetings Parent meetings | On-going | Increased access to an appropriate curriculum for all pupils |
| All out-of-school activities are planned to ensure the participation of the whole range of pupils wherever possible | Review all out-of-school provision to ensure compliance with legislation | All out-of-school activities will be conducted in an inclusive environment Where possible with providers that comply with all current and future legislative requirements | On-going | Increase in access to all school activities such as trips out, residential visits, schools activities and sporting events for all pupils |
| To ensure classrooms are optimally organised to promote the participation and independence of all pupils | Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils | On-going | More time available for pupils to participate in curriculum activities |
| To deploy Teaching Assistants effectively to support pupils’ participation | Review needs of pupils within each class and staff accordingly Ensure staff skills are matched to pupil needs | Pupils needs are appropriately met through effective deployment of skilled support staff | On-going | All pupils are supported to achieve their full potential |

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Improving the Physical Access

This plan is structured in conjunction with the school's Safeguarding Policy, Health & Safety Audits and any Capital Spending Projects. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases, Health & Safety issues necessitate more prompt action.

| LOCATION | ITEM TO IMPROVE PHYSICAL ACCESS | ACTIVITY | TIMEFRAME | Cost (est.) £ |
|------------------|--|---|---------------|---------------|
| Outside areas | Paving | Review levels, gradients, cambers and gullies in proximity to all pathways | On-going | £2000 |
| All areas issues | Signage Contrasting colours of door furniture to aid visibility Improve classroom furniture layouts to increase access ° | Consider locating colour and tactile signs Replace and upgrade on rolling programme Assess annually depending upon classroom use Staff to be aware of mobility and H&S | On-going | £4000 |
| Main corridor | Remove trip hazards Observe fire exit routes Increase signage and aids for visual and hearing impaired | Identify appropriate storage for equipment and ensure that items are not left indiscriminately Remove obstacles around signed emergency routes | December 2019 | |
| Main school | ° WCs | Clear areas from obstacles and inappropriate storage | December 2019 | |

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Improving the Delivery of Written Information

| TARGET | STRATEGY | OUTCOME | TIMEFRAME | ACHIEVEMENT |
|--|--|--|------------------|---|
| Availability of written material in alternative formats | The school will make itself aware of the services available through the LA for converting written information into alternative formats. | The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours. | When needed | Delivery of information to disabled pupils and parents improved |
| Raise the awareness of adults working at and for the school on the importance of using a range communications systems according to individual need | Training on range of issues such as functional use of sign language, and managing SALT plans as required Other training as required | Awareness of target group raised | When needed | School is more effective in meeting the needs of pupils. |

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| Headteacher: | | Date: | |
| Chair of Governing Body: | | Date: | |