

***‘Together we learn to shine’***

**Accessibility Policy**

This policy outlines the way that Middlethorpe 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 Middlethorpe 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 Headteacher 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:

1. 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.
2. The following of procedures set out in any school policies relating to Special Educational Needs.
3. The availability of appropriate facilities within the school. These include both physical facilities and adequate curricular provision.
4. Specific additional funding from SEED, if necessary.

**Access to Buildings and Classrooms**

All doors into the school building and into each classroom are accessible to wheelchairs. The school is all on one level which makes it accessible for all pupils.

**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.

Middlethorpe 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 (ILP) which is formally reviewed each term but reviewed informally as part of an ongoing process. This ILP 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 (externally funded)
* Input from specialist teachers
* Technological enhancement
* Adaptation of teaching materials
* Specialist support programmes

The school now 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 Middlethorpe 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 date: September 2016**

**Review date: September 2019**

**Accessibility Policy**

This policy outlines the way that Middlethorpe 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 Middlethorpe 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 Headteacher 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:

1. 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.
2. The following of procedures set out in any school policies relating to Special Educational Needs.
3. The availability of appropriate facilities within the school. These include both physical facilities and adequate curricular provision.
4. Specific additional funding from SEED, if necessary.

**Access to Buildings and Classrooms**

All doors into the school building and into each classroom are accessible to wheelchairs. The school is all on one level which makes it accessible for all pupils.

**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.

Middlethorpe 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 (ILP) which is formally reviewed each term but reviewed informally as part of an ongoing process. This ILP 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 (externally funded)
* Input from specialist teachers
* Technological enhancement
* Adaptation of teaching materials
* Specialist support programmes

The school now 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 Middlethorpe 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 date: September 2016**

**Review date: September 2019**

 **Administering**

 **Medicine Policy**

**2023 – 2024**

Aim and purpose of this policy

The aim of this policy is to effectively support individual children with medical needs and to enable pupils to achieve regular attendance.

The purpose of this policy is to ensure the safe and appropriate administration of medication to pupils with medical needs within the school. Most children will at some time have short-term medical needs, perhaps entailing finishing a course of medicine such as antibiotics. Some children may have longer term medical needs and may require medicines on a long-term basis to keep them well. Other children may require medicines in particular circumstances, for example severe allergies or asthma.

Roles and Responsibilities

In cases where medicines are to be administered staff will be trained, all medicines will be locked in suitable accommodation agreed. Supporting a child with a medical condition during school hours is not the sole responsibility of one person. The school will collaborate with any relevant person or agency to provide effective support for the child.

The Governing Body

* must make arrangements to support pupils with medical conditions and ensure this policy is developed and implemented
* must ensure sufficient staff receive suitable training and are competent to support children with medical conditions
* must ensure the appropriate level of insurance is in place and appropriately reflects the level of risk

The Executive Principal and Head of School

* should ensure all staff are aware of this policy and understand their role in its implementation
* should ensure all staff who need to know are informed a child’s condition
* should ensure sufficient numbers of staff are trained to implement the policy and deliver IHPs, including in emergency and contingency situations, and they are appropriately insured
* is responsible for the development of IHPs
* should contact the school nursing service in the case of any child with a medical condition who has not been brought to the attend of the school nurse

School Staff

* any staff member may be asked to provide support to pupils with medical conditions, including the administering of medicines, although they cannot be required to do so
* should receive sufficient and suitable training and achieve the necessary level of competency before taking on the responsibility of supporting children with medical conditions
* any staff member should know what to do and respond accordingly when they become aware that a pupil with a medical condition needs help

School nurses

* are responsible for notifying the school when a child has been identified as having a medical condition which will require support in school
* may support staff on implementing a child’s IHP and provide advice and liaison

Other healthcare professionals

* should notify the school nurse when a child has been identified as having a medical condition that will require support at school
* may provide advice on developing healthcare plans
* specialist local teams may be able to provide support for particular conditions (e.g. Asthma, diabetes)

Pupils

* Should, wherever possible, be fully involved in discussions about their medical support needs and contribute to, and comply with, their IHP

Parents

* must provide the school with sufficient and up-to-date information about their child’s medical needs
* are the key partners and should be involved in the development and review of their child’s IHP
* should carry out any action they have agreed to as part of the IHP implementation

Prescribed Medicines

Medicines should only be brought into school when essential; that is where it would be detrimental to a child’s health if the medicine were not administered during the school day. The school will only accept medicines that have been prescribed by a doctor, dentist, nurse prescriber or pharmacist prescriber. Medicines should always be provided in the original container as dispensed by a pharmacist and include the prescriber’s instructions for administration and dosage.

Administering Medicines

Normally medicines will be kept under the control of the school office unless other arrangements are made with the parent. The record book of all medicines administered to children by staff will be kept in the school office. This must be completed on each occasion that medicine is administered to a child.

When a child refuses medicine the parent should be informed, if practical, the same day.

Administration of Medicines on Trips and Visits

The Academy will make all reasonable adjustments to ensure that children may take a full part in all aspects of the curriculum. Where a child requires medication to be administered on a trip or visit it is the responsibility of the trip or visit organiser to assess the practicalities of administering such medicine as is required.

Children with Long-Term or Complex Medical Needs

Where a child has a long-term or complex medical need the school will draw up a health care plan in consultation with parents and relevant health professionals.

|  |  |  |  |
| --- | --- | --- | --- |
| NAME OF CHILD |  | CLASS |  |

**I hereby give my permission to the staff of Middlethorpe Primary Academy to administer:**

|  |  |  |  |
| --- | --- | --- | --- |
| Name and strength of Medicine |  | Prescription Number |  |
| Dosage to be administered |  | Frequency to be administered |  |
| Duration of medication |  |

**I hereby give my permission for my child to self-administer their medication:**

|  |  |  |  |
| --- | --- | --- | --- |
| Name and strength of Medicine |  | Prescription Number |  |
| Dosage to be administered |  | Frequency to be administered |  |
| Duration of medication |  |

**\*Medicines must be in the original packaging as dispensed by the pharmacy\***

Parent / Carer Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent / Carer Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

All medication administered in the school is recorded in the school office.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ASTHMA**

If your child is asthmatic please sign the declaration below to give permission to use a school inhaler in an emergency:

Parent / Carer Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent / Carer Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**For office use only**

**Medicine return to parent on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Date) by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Staff member)**