

**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**

**Emergency Plan**

**2023 – 2024**

**EMERGENCY PLAN**

**Executive Principal: Mrs. Annabel Atkin**

**Head of School: Miss. Natalie Message**

**Fire Wardens:**

**Mrs. K. Willis, Mrs. D. Blease, Mrs. V. Flemming, Mrs. C. Randle,**

The Executive Principal or Head of School will contact the emergency services immediately.

In the event of the need to evacuate the school site e.g. bomb hoax; flood etc. the Executive Principal or Head of School (or the person in charge in their absence) is responsible for making the decision to close the school.

The building should be evacuated immediately by following the schools Fire Evacuation Plan. Staff should take bags, car keys etc., if these are to hand, however, if this is not possible arrangements will be made for these to be collected when the school can be accessed.

An arrangement has been made with **Cleethorpes Academy** to be used as an emergency assembly centre**.** All staff and children from school and the children’s centre will be accommodated there if the school site needs to be evacuated.

Mrs. K. Willis (or admin officers in her absence) will inform the **Cleethorpes Academy** by telephone on 01472 582310 of the impending arrival and activation of the emergency plan. This telephone number will be displayed in the main office and all SLT offices.

From the fire assembly points, pupils will walk in single file with the assistance of their Teacher and Teaching Assistant to the emergency assembly centre.

The Admin team will take all registers and pupil contact forms to the emergency assembly centre.

Once the evacuation centre has been reached the Teachers will be responsible for their class whilst Teaching Assistant assist the Admin Team in contacting parents.

The Executive Principal or Head of School will inform the Academy Improvement Committee and the Local Authority that the school is closed. Notification will be placed on the main entrance directing parents and visitors to the **Cleethorpes Academy**.

Inhalers, any necessary medicines and first aid kits should be taken to the emergency evacuation centre. (Please refer to Fire Evacuation Procedures).

Parents will also be informed via the local radio stations. Only the Executive Principal or Head of School should make a comment to the Press if requested.

If children have not been collected during school hours and normally walk home alone, after 3:30pm they will be accompanied back to the school premises by Teachers and Teaching Assistants then allowed to walk home alone.

In the event of the school being deemed safe to return to school, children and staff will walk back to school. Executive Principal or Head of School will inform staff of this decision. Staff and children may return to the building to collect items and staff may be asked to help to clear up/salvage equipment, where this is safe and practical.

A flow chart outlining emergency evacuation procedures will be displayed in the main office and all SLT offices.

**Arrangements to be considered before the event**

Cleethorpes Academy telephone number is readily available.

All parental contact numbers are up to date and readily available to take to the emergency evacuation centre.

All in school personal prescription medicines and first aid kits are to be readily available to collect to take to the emergency assembly centre.

If permission is given to collect personal belongings coats etc. before moving to the emergency assembly point the caretaker will collect and deliver to staff and children.

Pre-prepared notifications detailing the evacuation centre will be held by the admin staff for display in the event of an evacuation

**Arrangements to be made after an event which prohibits return**

When the children’s welfare is arranged, the Principal will contact the local authority to gather information and make arrangements for:-

Messages to be passed to Governors.

Public messages to be made.

Written contact with each parents.

What assistance can the staff provide to salvage children’s work?

What equipment can be salvaged?

What arrangements are made for temporary accommodation, which site, what transport is required, is it sufficient for all the pupils or only part?

What budgets will cover repairs.

Is there a special fund for the work/extras/transport etc.

What can you beg / borrow / acquire to assist with temporary educational needs.

**Middlethorpe Primary Academy**

**EMERGENCY EVACUATION PLAN**

**Principal Contact Emergency Services 999**

**School Evacuate and assemble at Fire Assembly Points**

**Admin contact Cleethorpes Academy on**

**01472 582310**

**Staff to escort all pupils to the Cleethorpes Academy**

**Admin staff inform parents**