

***‘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**

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**Policy date: September 2016**

**Review date: September 2019**

**Fire**

**Evacuation Policy**

**2023 – 2024**

**Fire Evacuation Procedure**

**On discovering a Fire:-**

**1. Shout “FIRE” to alert others nearby and then IMMEDIATELY OPERATE THE NEAREST ALARM BREAK GLASS POINT.**

**Alarm break glass points are situated at all fire exits, and at other locations.**

**2. Only attack the fire if you need to do so in order to make your escape.**

**3. Contact the Fire Brigade immediately following the instructions below.**

**The Admin staff will contact the fire brigade**

**a) Dial 999 if using an internal telephone, 999 if using a mobile telephone.**

**b) Give the operator your telephone number and ask for FIRE.**

**c) When Fire Brigade replies state clearly and distinctly**

**“FIRE at Middlethorpe Academy, Highthorpe Crescent, Cleethorpes. DN35 9PY**

**DO NOT END THE CALL UNTIL THE ADDRESS HAS BEEN REPEATED BY THE FIRE BRIGADE**

**CALL THE FIRE BRIGADE IMMEDIATELY TO ANY FIRE OR SUSPICION OF FIRE**

**4. If, and only if it is safe to do so, close all doors and windows in the area where the fire is discovered.**

**5. Report to a fire warden the location of the fire, and that you have called the Fire Brigade.**

**On hearing the alarm:-**

**1. Stop work immediately. Leave the building by the nearest available route and exit in a calm and orderly manner. Be aware of alternative exits. Fire Action and Fire Escape Route plans are located in and around the school premises. Ensure that any visitors, temporary staff members or members of the public visiting your organisation and for whom you are responsible accompany you to the assembly point, which is:**

**ON the KS1 and KS2 playground**

**2. Do not collect your personal belongings if this would delay your exit.**

**3. Do not re-enter the building for any reason whatsoever, until authorised by the Fire Brigade Officer attending and/or the Principal or Fire Warden Coordinator.**

**DO NOT ASSUME IT IS A DRILL**

**Teachers conducting classes**

On hearing the fire alarm the teacher responsible for the class will supervise the evacuation of those children in the class, and will instruct them as to the escape route to be used.

If the escape route is close to the building the adult will check that the route is not impeded, or at risk, before the first child proceeds along this route.

If windows can be closed easily without delaying evacuation this should be done.

The classroom door should be closed as soon as the last person is out of the room.

Teachers conducting classes WILL NOT search for pupils absent from the class when the alarm sounds. The absence of that pupil will be reported to the Executive Principal or Head of School at the assembly point, after roll call is completed.

**Staff or Teachers not conducting classes** will leave by the nearest safe exit unless they are appointed fire wardens. They will collect any other pupil or visitors found en route and direct them to the assembly point.

**Staff appointed as Fire wardens**

Staff appointed as fire wardens will conduct searches in pre-arranged areas to ensure all areas are cleared including toilets, store rooms, quiet rooms and meeting places.

Administration staff will check pupil numbers with each teacher at their assembly point. Medication will be taken out by the class teacher to the assembly point.

The person appointed to call the fire brigade will do so from the school phone or a mobile, whichever is most appropriate at the time.

**IF A CHILD REPORTS A FIRE**

Treat this as a genuine fire call and sound the alarm. If it is safe to do so, and you have no other responsibility the report can be investigated, but do not place yourself at risk, and do not delay sounding the alarm.

**Roll Calls**

The roll calls will be conducted by each teacher for the class for which they are responsible. If any pupil is identified as missing, or an extra pupil is identified as in the wrong group, this must be reported to the Executive Principal or Head of School or Fire Warden Coordinator as soon as possible. Any pupil in the wrong group will remain in the wrong group until the roll calls are completed. Each teacher will notify the Executive Principal or Head of School that their roll call is complete.

**Fire Brigade arrival**

The Executive Principal or Head of School or Fire Warden Co-ordinator will report to the Fire Brigade on arrival and report the location of the fire, what items are on fire if known, and the status of the roll call. If a person is reported missing try to identify in which area that person is most likely to be.

**Duties of all Employees** - **Follow the fire evacuation procedure**

Ensure you use the registration method to identify whether you are in or out of the building. This method will be used as a roll call at the assembly points.

Know the location of the fire alarm break glass points.

Know the location and types of firefighting equipment in your work area, and where the instructions for their operation are located.

Know the identity of the Fire Warden(s) responsible for covering the area where you will be working.

Know the escape routes from the building and the method of opening emergency exits and gates.

Know the nominated assembly points for the site.

Be aware of the sound made by the fire alarm (as distinct from other alarms in the building). The fire alarm will be sounded as a siren.

When the alarm sounds it is important that you stop work immediately: call a halt to meetings, terminate phone calls etc. and evacuate the building as soon as possible.

**Be aware that a genuine fire may alter the fire procedures, actions and/or assembly point arrangements.**

**It is a disciplinary offence not to follow the fire procedures.**

**Duties of Fire Wardens - Before an Emergency Situation**

Know the fire routine for the building; have a copy of the fire procedure for the building close to hand.

Know the location of the fire alarm break glass points.

Know the location and types of firefighting equipment in your work area, and where the instructions for their operation are located.

Know the identity of the other Fire Wardens (and deputies) in your area.

Know the identity of the other occupants of the building.

Make your identity known to all personnel within your area of responsibility.

Know the escape routes from the building and the method of opening emergency exits.

Know the assembly point for the site.

Know the day and time of the alarm test.

Be aware of the sound made by the fire alarm (as distinct from other alarms in the building).

Ensure that all those within your area of responsibility (particularly new starters) are aware of basic arrangements:-

Location of fire alarm operating points and how they are operated.

Noise made by the fire alarm.

Fire notices.

All escape routes from the building.

Conduct regular inspection tours of the site to note and report such defects as:-

Fire doors not closing properly.

Escape routes obstructed.

Fire extinguishers damaged, discharged or missing from their correct locations.

Missing or defaced notices or signs.

Damaged fire alarm operating points.

Any acts or activities which could present a cause of fire.

Any obstruction to fire safety provision.

**Duties of Fire Wardens - in an Emergency Situation**

Check that your designated area is clear before leaving the building, take with you the roll call items, and medications, and report to the assembly point.

Do not place yourself at risk or delay your own exit – if you are unable to check an area, continue to evacuate the building as you would normally but report your concerns to the Fire Brigade.

Check doors and windows are closed – but *only* if this does not delay your exit.

Do not attempt to fight the fire unless this is necessary for your escape.

Ensure that all other persons in their area of responsibility leave the building by the nearest safe exit.

Talk to the other building users to determine they are all out of the building.

Do not permit anyone to re-enter the building until the all clear is given by the Fire Brigade, this includes all staff, visiting public, contractors etc.

**When the all clear is given by the Fire Brigade**

Report the all clear to the other groups to allow re-entry to the building.

Write a short report about the evacuation noting

The time and date of the evacuation

The cause of the fire alarm being sounded

The time taken to evacuate

The effectiveness of the roll call

Place a copy of the report, signed and dated, in the fire logbook.

**Fire Wardens are:**

**Mrs. K. Willis, staff room corridor Check Year ¾ toilets (Not Weds), Amanda Pullan (deputy)**

**Mrs. V. Flemming/Mrs C. Stubbs, staff toilets corridor.**

**Mrs. K. Joel, FS toilets.**

**Mrs. D. Blease, Year 5/6 toilets (Mon-Thurs), Miss E Roe (deputy)**

**Miss. R Norton Nursery building**

**Mrs. C. Randle Kitchen (LUNCH – locked outside this time)**

**Management Duties - It is the responsibility of Directors, AIC and Principals to ensure that this policy is complied with.**

Ensure that all employees, including temporary, agency, work experience and trainee staff, as well as any contractors, which you have brought in or are responsible for, are aware of the information under ‘Duties Of All Employees’

Ensure Fire Wardens are appointed and trained for the parts of the building under their jurisdiction. This should cover corridors, waiting rooms, toilets, meeting rooms, basements etc. as well as offices.

Ensure that appropriate cover is available in the absence of appointed wardens.

Ensure action points noted in fire risk assessments for the parts of the building for which they are responsible are acted upon. Assessments should be reviewed at regular intervals, or if the nature of the work carried out in the area changes significantly.

Ensure that action points noted in Fire Wardens inspections are either actioned or brought to the attention of appropriate personnel. This will be either your departmental manager or the Principal.

Ensure your visitors working on site are aware of these arrangements – this includes external course providers and contractors.

If you have instructed or have involvement with contractors working on the premises ensure that appropriate action is taken to minimise the risk of fire within the premises.

Ensure that all people with disabilities who may have difficulties in evacuating from the building unassisted for whom you are responsible have a ‘personal evacuation plan’. This plan should allocate helpers to those who need them and look at which evacuation routes are practical for them to use.

With regard to people with disabilities:-

The Fire Brigade advises that we look at ‘personal evacuation plans’ for those employees who are unable or might have difficulty in making their escape unassisted. The plan only needs to be straightforward, designating helpers or ‘buddies’ who will assist when required.