

**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**

**Nursery**

**Admissions Policy**

**2019 - 2022**

**NURSERY ADMISSIONS POLICY**

# **Rationale**

Admission to the Nursery at Middlethorpe Primary Academy is determined by Academy Improvement Committee. This admissions policy does not apply to the admission of pupils into the Academy (Reception (F2) to Year 6). NELC Local Authority is responsible for admissions to a Primary Academy such as this.

## Introduction

The Academy Improvement Committee has agreed this Nursery admission policy so that in the event of there being more requests for Nursery places than are available, there are fair and transparent admission criteria in place.

There are 26, fte places available for 3 year olds and 8 part-time places available for 2 year olds at our Nursery. These are available for 15 hour funded places and 30 hour funded places available for 3 year olds (depending if the criteria is met for 30 hours)

Parents/Carers who are eligible for 30 hour weekly Early Education provision can apply by visiting: www.childcarechoices.gov.uk.

Parents/Carers will be eligible if:

* You, and any partner, must each expect to earn (on average) at least £131 per week (equal to 16 hours at the National Minimum or Living Wage).
* If you, or your partner, are on maternity, paternity or adoption leave, or you're unable to work because you are disabled or have caring responsibilities, you could still be eligible.
* You **can't** get 30 hours free childcare if **either** you, or your partner, each **individually** expect to earn £100,000 or more.

Children can use their funded 30 hours over the maximum of 2 settings. Nurseries do not have catchment areas in the same way as schools, so once places are full, the Academy will signpost parents to other providers. This could be a Children’s Centre or another primary school/academy with a Nursery.

Parents and carers should approach the Academy main office directly if they would like their child to attend our Nursery and complete an application form. The Academy maintains a waiting list for Nursery places. Early registration of interest will not, however, guarantee a place in the Nursery. If a child gets a place in the Nursery at the Academy, it does not automatically follow that he/she will get a place (admission to Reception (F2) in the Academy. Equally, due to parental preference, there are children who will apply for an Academy place (Reception (F2) who have not attended our Nursery.

Nursery places at Middlethorpe Primary Academy’s Nursery are open to all children, irrespective of where they live. Reception (F2) places at the Academy must be applied for through the separate process for School Admission facilitated by NELC Local Authority. Full details of the School Admission process can be found on their website <https://www.nelincs.gov.uk/schools-and-education/school-admissions/>. In addition, there is a direct link to this on our Academy’s website <https://middlethorpeblogs.net/parents/admissions> .

Parents and carers do not have a statutory right to appeal to an independent appeal panel in relation to Nursery Admissions. It is therefore important that our Nursery Admissions decisions can be justified by reference to our agreed criteria.

## Criteria for admission to the Nursery

3 year old places - A child can be considered for a place in the Nursery from the start of the term following their third birthday. This place will normally be for between three to five terms prior to entry into a mainstream school.

2 year old places - A child can be considered for a place in the Nursery if they are in receipt of 2 year old funding after their 2nd birthday.

The following criteria for admission will be applied in the event of there being more requests for places than those available, places will be offered to children in the following priority order:

**A** SEN, LAC, post LAC or other social or emotional needs

**B** Children who have a brother or sister who are already at the Academy

**C** Children whose main residence is in the catchment area

**D** Children of staff employed by the Academy

**E** Distance to the academy from the home address

**F** All other children whom places have been requested

## Conclusion

This Nursery admissions policy will ensure that places in our Nursery are allocated fairly. It will be reviewed as part of the Academy’s self-evaluation programme unless changes to statutory requirements necessitate an earlier review.

Appendix 1:

Admission Criteria

These examples are not in priority order.

**A** Examples of special educational needs might include:

* Emotional and behavioural problems
* Hearing difficulties
* Lack of personal interaction and stimulation
* Physical difficulties
* Speech and language problems
* Visual difficulties

Examples of social needs might include:

* Children who were multiple births (twins, triplets)
* A child with a confined play space
* A child in a family of four or more children
* A child in the sole care of grandparents
* A child who has two or more siblings under four years of age
* A child on the child protection register
* A child of parents with disabilities
* A child with English as an Additional Language (EAL)
* A child who is in the care of the Local Authority e.g. in foster care
* A child who has been adopted from care

**B** Children who have a brother or sister (including children living as siblings in the

same family unit) on the school roll who will still be attending Middlethorpe Primary Academy in the following academic year.

**C** Pupils whose main residence is within the catchment area. Parents can view each academy catchment area through their local authority website.

**D** Children of staff employed by the Academy

**E** Distance will be measured by straight line distance as calculated electronically to three figures after the decimal point (eg 1.543 miles) by N E Lincolnshire local authority school admission team from the Post Office Address Point of the home to the Post Office Address Point of the Academy

**F** All other children for whom places have been requested.

Appendix 2:

Additional Paid Sessions & Charges

All children are entitled to 15 hours weekly Universal Early Education. Some parents are entitled to 30 hours. This does not cover provision for lunchtimes. All children accessing 30 hours provision need to bring a packed lunch or pay for a school meal (£2.25 per day).

Depending on availability, parents are able to purchase additional Nursery sessions; this is currently charged at £13.50 per session (3 hour session).

If your child is not collected from nursery on time they will automatically be taken to Busy Bees’. The chargeable rate will be £4.50 per hour.

Wrap around care is available for 3 year olds only as follows:

Breakfast club - 8.00am – 8.45am Monday to Friday

£2 per child (£1.50 for second child)

Price includes cereals, toast and fruit juice

Busy Bee’s after school club - 3.30pm – 5.30pm Monday to Thursday

3.30pm – 5.00pm Friday

|  |  |  |
| --- | --- | --- |
| **DURATION** | **COST FOR 1 CHILD** | **COST FOR SIBLING** |
| 15 minutes | £0.75 | £0.25 |
| 30 minutes | £1.50 | £0.50 |
| 1 hour | £3.00 | £2.00 |
| 1 ½ hours | £4.50 | £3.50 |
| 2 hours | £6.00 | £5.00 |

Price includes a drink and a snack

* Booking forms are required if you want to attend any session
* If you require regular this needs completing on the booking form
* To cancel sessions the office must be notified
* If you want to book a one off session you must contact the office on the day