

Yarm Primary School
Accessibility Policy and
Accessibility Plan
2018 - 19



Introduction

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This policy is intended to ensure consistency across the school in terms of increasing the extent to which disabled pupils can participate in the curriculum by improving the delivery of learning opportunities as appropriate and also to improve the physical environment of the school to support this.

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We have disabled facilities in school including a disabled changing room with serviced bed and hoist. Most spaces can be accessed in school easily with the use of ramps and wide corridors/doorways – the only space which is currently inaccessible is the key stage 2 library and we have plans in place around this. We have a number of spaces available for children with heightened sensory and behavioural needs including our Oasis, Rainbow Room and Learning Zone. We have a number of individual learning stations in classrooms around school to support children's individual needs. We have 2 outdoor spaces which are designated for children with a SEND.

Children with disabilities will apply for school places through Stockton Borough Council admissions department. SBC SEND department will be involved and work to place children in the most suitable settings for their needs. As a school we do all that we can to accept children with differing needs. Our accessibility plan highlights the work we are doing and plan to do to make our school accessible to all.

Children are admitted to our ARP through SBC SEND department moderating panel.

The Involvement of Disabled children, young people, staff and other adults

An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually alongside the accessibility policy. The plan will be drawn up using information gathered from observations, an accessibility audit, pupil feedback and advice from professionals.

The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Assessment and review

An Access Audit of the School will be completed as part of the Health and Safety Committee's termly walk arounds and the accessibility plan will be reviewed in the termly committee meeting. This will inform the accessibility plan. The plan will be approved by the Full Governing Body at the start of the school year and will be reviewed by this committee in the summer term.

The school works closely with specialist services including:

- Hearing Impairment service
- OT and physiotherapists
- Speech and Language (NHS)
- TAHMS (through Fiona Goodwin-Lynch, Butterfly Counselling)
- Educational psychologist (through Jane Boyd, Pegasus Psychology)
- Stockton Borough Council SEN division
- ELT SEND consultants

Please refer to policies and guidance around:

ELT Equal opportunities

Inclusion

SEN

ELT Health and Safety

Equality Act 2010

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Policy date: September 2018, **Review date:** September 2019