



Accessibility Policy and Access Plan

Policy creation: July 2021

Policy review date: July 2024

"Jesus came to give fullness of life" John 10:10

IDLE CE (A) PRIMARY SCHOOL ACCESSIBILITY POLICY

VISION STATEMENT:

At Idle CE Primary School we celebrate being part of God's family. We inspire our children with a love of learning in a safe, caring environment, which enables: 'All to discover and develop their God given gifts and talents and flourish in the fullness of life Jesus came to give (John 10 v 10).'

INTRODUCTION:

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education.

The Equality Act 2010 aims to protect disabled people in all areas of life including education. This policy incorporates changes brought in by the Children's and Family's Act (Sept 2014) and the SEN Code of Practice (Sept 2014).

It is unlawful for a school to treat disabled people unfavourably. Under the 2001 Act, a person has a disability if they have a physical or mental impairment which has a substantial or long term adverse effect on their ability to perform normal every day-to-day activities. Unfavourable treatment could include: direct discrimination; indirect discrimination; discrimination arising from a disability and harassment.

In addition, the SEN Code of Practice (2001) gives guidance on how to identify and assess children with Special Educational Needs (See the Inclusion policy for identification procedures).

This Policy is to read in the context of the school 'SEND and Inclusion Policy' and the 'Equality and Diversity Policy'.

RATIONAL:

At Idle CE (A) Primary School we believe that every pupil with additional needs, special educational needs and/or a disability has an entitlement to fulfil his or her maximum potential. We recognise the importance of providing effective learning opportunities for all pupils through setting suitable learning challenges, responding to pupils' diverse needs and through overcoming barriers to learning.

ADMISSIONS:

Idle CE (A) Primary School is committed to providing all children every opportunity to achieve their potential in every aspect of school life. When a request is received from parents or the local Authority for a pupil to attend the school, professional advice from Support Services and other relevant professionals will be sought when necessary, to enable an informed assessment of the individual's needs and how the setting is to meet these needs. This will include access to the various parts of the school and the requirements of the National Curriculum. Parents and carers of children with disabilities are consulted, generally as part of the admissions process, and all possible actions are taken to remove potential obstacles to learning. These obstacles could include physical, sensory, or learning environment issues within the school.

SETTING:

The school is single storey site with a variety of entry points. There are steps between levels in the KS1 building however all levels can be accessed by a sloping ramp via an entry point. There are a number of specific disabled toilet facilities and a shower area. The car park has disabled parking and there is disabled entry into the playground.

EDUCATIONAL PROVISION:

The staff at Idle CE (A) Primary School value pupils of different abilities. The National Curriculum is implemented to meet the needs of individuals and groups of children by:

- Modifying access strategies; providing Quality First Teaching; differentiated tasks; responding to children's diverse learning needs through a variety of teaching styles, modified learning objectives and outcomes,
- overcoming potential barriers to learning by accessing adult support, intervention programmes, use of ICT, use of supportive visual and physical aids as appropriate
- written information to be presented in different formats (visual timetables, different fonts, font sizes and formats, use of coloured overlays and flip-charts) to make it accessible
- recording to be presented in different formats (writing tools, ICT, use of scribes)
- setting suitable learning challenges using EHCP's (Educational Health Care Plans) or group provision
- ensuring individuals are able to access other curricular opportunities in addition to or outside the National Curriculum such as: educational visits, special events, sports days
- monitoring progress by relevant professionals: Teachers, SENDCO, Phase Managers, the Head Teacher
- use monitoring to inform future planning of provision
- accessing support advice, translation services and Braille support if appropriate
- appropriate exit strategies will be put in place through a PEEP (Personal Emergency Evacuation Plan) and reviewed annually

RESPONSIBILITY:

It is the responsibility of the SENCO and SLT to ensure appropriate provision is maintained for children with SEND at Idle CE (A) Primary School. The Governing Body will ratify the Accessibility Policy after all modifications and in conjunction with the SEND & Inclusion Policy and support the SENCO and SLT in their responsibilities.

**IDLE CE (A) PRIMARY SCHOOL
DISABILITY ACCESS PLAN**

Action	Progress/Notes	Achieved?	Review Date
Physical Environment			
Ramp walkway – Front entrance ramped to create level access to school.		Y – main entrance	
Hall fire doors changed and level access to hall created	KS2 – fully compliant KS1 – stairs from EYFS and KS1 classrooms. Fire exit has stairs – this has not been remedied – there is an alternate level exit route – all visitors, staff and pupils to be informed of route when using the KS1 hall. SCA bids in development to secure additional funding to improve access in the KS1 building. Consideration to be given to stair lifts/ platform lift/ramps or external corridors. Should pupil/staff need dictate then funding must be sought	Y – KS2 N – KS1	July 2022
Disabled toilet created	Accessible toilets in both KS	Y	
Access to the Curriculum			
Deployment of TAs to support identified children		Y	
Staff training on a variety of special needs <ul style="list-style-type: none"> First aid & Pastoral care procedures reviewed Epipen training Administration of medicines Diabetes Management training 		Y	
Peer support for SEND children assessed, reviewed and organised on a regular basis		Y	
EAL training and provision in place where required		Y	
Reorganisation of classrooms, timetables and teaching and learning arrangements as required.		Y	
Delivery of Information			
Laptops/notebooks employed when appropriate	Clicker 8 enabled laptops for Dyslexia	Y	
Large print books/work sheets/resources provided when appropriate and as identified by SENCO or external agencies	Review via SENCO for children demonstrating need or assessed for need.	Y	

Action	Progress/Notes	Achieved?	Review Date
Large screen magnifier for PC monitor screens used when appropriate		Y	
Alternate coloured paper/books where need identified	Where need identified and agreed	Y	
Conversion of signing, doors and access routes to meet the requirements of people with a visual disability	As required and considered/reviewed on a case by case basis	Y	
Timetabled teaching support for EAL children to receive one-to-one tuition. (ExtraTA)		As required	January 2022
Staff training on a needs basis		As required	January 2022
Alternative evacuation plans as determined by need	Tailored to child needs and agreed through PEEP	Y	
Extra teaching space required to provide teaching areas where children can be taught on an individual basis	Additional spaces throughout school – dependent upon the needs of the child	Y	
Disability Discrimination Act Survey (DDAS)	Review priorities annually and budget as appropriate.		
DDAS - Ensure site circulation and building corridors are clear of obstructions.	Daily Site Manager inspections	Y	
DDAS - A personal emergency egress plan (PEEP) should be agreed with each disabled pupil and member of staff. Ensure PEEPs are created as required for individual children.	Completed for each new pupil / staff member who joins us with a disability or mobility need. Actions should be clear and measurable to ensure needs are met. PEEP's are completed for any member of staff or pupil with an incapacitating injury or recognised disability (e.g. in pot/on crutches etc) reviewed as required and closed if no longer required	Y	
Whole staff training on a needs basis as required	All new needs addressed as they arise. Regular refresher courses	Y	
Ensure individual staff receive appropriate training/CPD to enable them to support specified children.	All new needs addressed as they arise	Y	
Ensure budget/time made available to support children who require a modified curriculum.	All new needs addressed as they arise	Y	
Induction loop provision for people with hearing impairment.	Available in the new Link and KS2 buildings. Individual equipment used as recommended by the Audiology Service. Individual PEEPs to include evacuation, invacuation and lockdown	Y	
SENDCO to measure progress and attainment of disabled pupils termly (EHCP) and annually Ensure good progress and suitable attainment is being realised.	Monitored by Head Teacher and governors	Y	
Offer newsletters and other school information in large print or paper copies if requested.	Also available via the school website	Y	

Trained Mental Health First Aider on staff	Regular updates to training/support, mental health focus in school	Y	
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