

DDA - Accessibility Policy



Accessibility Policy

This policy applies to all pupils in the school, including EYFS

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Appendix 1: School Accessibility Plan

1.0 Roles and Responsibilities

The Governing Body of Welton Primary School have given responsibility for implementation of this policy to the Headteacher. On an operational basis, the responsibility for leadership, organisation and evaluation of this policy will be undertaken by the **Headteacher**.

2.0 Suggested Audience

Governors, all school staff, parents and pupils.

As part of their school induction or professional development, all school staff will participate in training which enables each person to be familiar with the procedures outlined in this policy.

Future changes as a result of new legislation and guidance from other national bodies will also form part of a programme of Continuing Professional Development.

3.0 Related Policies

This policy is one of a suite of policies which should also be referred to:

- Equality Policy
- Equal Opportunities for pupils

4.0 Introduction

Welton Primary School is an inclusive school, welcoming all pupils, whatever their ability, need or background.

The school will take all reasonable and practical steps to ensure that every student has full access to a broad, balanced and relevant curriculum, which is compellingly taught by inspiring professionals.

This accessibility policy will be further developed in collaboration with other members of the school community to ensure that stakeholders' views influence the school's actions and priorities.

5.0 Aims and objectives

Welton Primary School will take every reasonable step to ensure that all pupils have full access to the curriculum and learning opportunities provided by this school.

The Governing Body will ensure that disabled pupils and staff are treated fairly and not disadvantaged wherever possible.

The Governing Body will use its resources efficiently to make reasonable and sensible adjustments, to ensure disabled pupils and staff have maximum access to the school's resources.

Welton Primary School will comply with all aspects of the Equality Act (2010) and make plans, in collaboration with its school community to:

- Ensure increased access for disabled pupils to the curriculum. By 'curriculum' we mean teaching and learning as part of the timetabled school day, the extended curriculum, which includes enrichment activities at the end of the day or at weekends, in holidays and, on school visits, trips and residential.
- Ensure improved physical access to the physical environment of the school. This refers to access and egress, washing and toileting, dining and access to major curriculum areas.
- Ensure reviewing and where relevant, improving the delivery of written information to disabled pupils, staff and parents. The school will make every effort, through the use of digital technologies, translation services and assisted services (such as Braille) to ensure that every pupil, member of staff and parent has access to information; presented clearly and when required.
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6.0 Accessibility Plan

Welton Primary School will prepare an accessibility plan, in collaboration with pupils, staff, parents and community members.

Three principal areas have been identified which form important elements in the school's accessibility plan:

Premises - School Building: an audit will be carried out to check accessibility to all parts of the school building. This will help to prioritise access issues around the physical environment. It will suggest ways to achieve these targets that can be included in the accessibility plan.

The Curriculum: Develop staff awareness and understanding of disability discrimination, access issues and the promotion of disability equality. Ensure all aspects of the curriculum are accessible to all pupils. This will be delivered by means of staff planning carefully differentiated activities which enable all pupils to access the all areas of the curriculum at an appropriate level to ensure they are able to make progress in each lesson.

Information: Improve the awareness of staff, pupils, parents and Governors around the access needs of key stakeholders. The school will start by ensuring that all its disabled pupils have full access to the curriculum and the information they need to progress. The school will seek comments from pupils, parents and staff.

The Accessibility Plan will be published on the school's website.

The Accessibility Plan will be appended to annual School Development Plans to ensure that provision is planned within a whole-school context.

7.0 Monitoring and Review

The **Headteacher** will provide the Governing Body with a written report on the implementation of the school's accessibility policy and plan annually. The report will not contain any information which would enable any individual to be identified.

8.0 Approval by Governing Body and Review Date

This policy has been formally approved and adopted by the Governing Body at a formally convened meeting. It will be reviewed in May 2022

Date: May 2019

End of statement

Appendix 1: Welton Primary School - Accessibility Plan 2019 – 2022

TARGETS	STRATEGIES	OUTCOME	TIME FRAME	LEAD
To work with all staff to identify who are disabled pupils within the school	<ul style="list-style-type: none"> • Provide training eg Makaton • Consider barriers to access for individual pupils in context of complex needs 	<ul style="list-style-type: none"> • Staff understand the range of disabilities represented in school • Staff make reasonable adjustments 	Continuous training and planning adjustments as necessary	Head Teacher SENCO
School is aware of the access needs of disabled children.	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of SEN support process 	<ul style="list-style-type: none"> • Individual plans in place for all disabled pupils and all staff aware of all access needs 	Continuous training and planning adjustments as necessary	Head Teacher SENCO
Review existing building and external social areas to audit access for pupils or parents in wheelchairs. Include access to dining and refreshments.	<ul style="list-style-type: none"> • With the support of disabled parents or pupils, a practical review of access is carried out to identify any areas for improvement. 	<ul style="list-style-type: none"> • An annotated plan defines areas where additional provision or amendments could be made. • This will result in improved access for all groups to the school's facilities. 	By September 2019	Business Manger Site Manager
To ensure that the physical access to the school is maintained	<ul style="list-style-type: none"> • Identify the barriers to physical access • Consider whether maintenance is required • Determine any adjustments that they may require 	<ul style="list-style-type: none"> • Improved access for all 	Ongoing	Site Manager SBM
Review existing signage to ensure information is fully accessible to all pupils and visitors.	<ul style="list-style-type: none"> • Audit of school building should indicate that present users will be able to navigate themselves around the school with minimal help. 	<ul style="list-style-type: none"> • Where required, new or revised signing will help parents and pupils to more efficiently access all parts of the school's learning resources. 	By September 2019	Site Manager SBM

To identify barriers to access to the curriculum	<ul style="list-style-type: none"> • Audit curriculum content • Audit curriculum materials and resources • Consider access in planning 	<ul style="list-style-type: none"> • All staff identify and address barriers in curriculum materials, resources, approaches and planning • Barriers included in provision map 	Ongoing	Staff SENCO Head Teacher
To modify curriculum materials and information to remove barriers	<ul style="list-style-type: none"> • Provide information in simple language, symbols, large print, audio tape, Braille where appropriate • Use VAK (visual, auditory, kinesthetic) approaches and ICT where appropriate 	<ul style="list-style-type: none"> • All curriculum materials and information are accessible • Information is presented in a variety of user friendly ways 	Ongoing	Staff SENCO Head Teacher
Audit classroom environment and organisation to ensure that pupils on the Autistic spectrum are able to access and work in all areas of the school	<ul style="list-style-type: none"> • Areas where ASD pupils need improved support learning environment, specific approaches and strategies are identified. 	<ul style="list-style-type: none"> • Pupils with ASD will have greater levels of well-being and comfort, leading to increased concentration and progress. 	January 2020	SENCO
Audit of barriers to learning for pupils with disabilities.	<ul style="list-style-type: none"> • Pupil interviews and observations identify the barriers to learning for pupils. • Consistent strategies and approaches are agreed for different needs within the classroom and school environment 	<ul style="list-style-type: none"> • Barriers to learning will be removed 	Ongoing	SENCO
Improve ability of staff to differentiate learning tasks more effectively.	<ul style="list-style-type: none"> • Audit staff competency through appraisal programme / lesson observation. • Provide CPD to address issues identified. 	<ul style="list-style-type: none"> • Improved competence & confidence of staff, leading to improved quality of teaching. 	Ongoing	Deputy Head SENCO Staff