



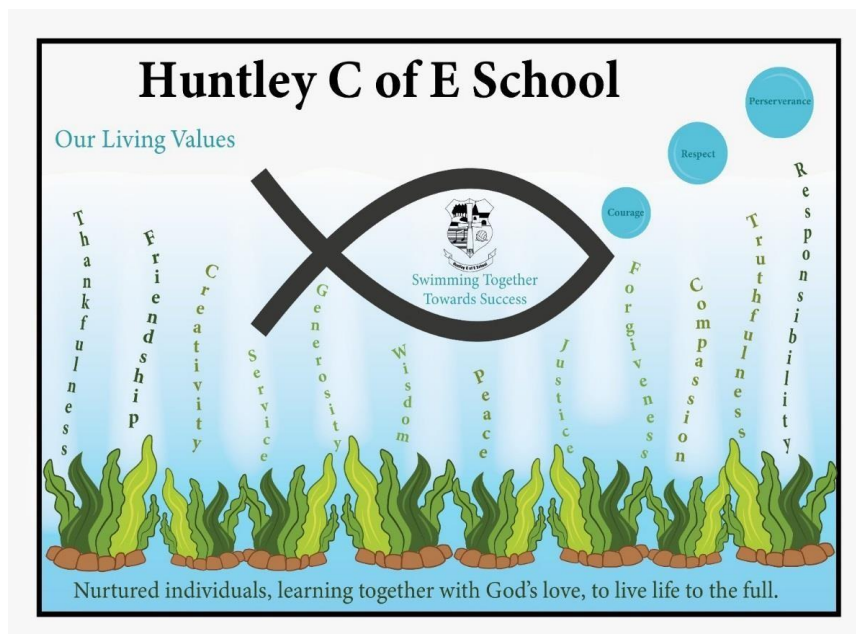
Huntley C of E Primary School

Accessibility Policy

February 2021

To be read in conjunction with:

Equal opportunities Policy
Health & Safety Policy
Emergency Evacuation Procedures Special
Educational Needs and Disability Policy
Behaviour Policy
Admissions Policy
The Annual School Prospectus
School Improvement Plan



ACCESSIBILITY POLICY

Introduction

The SEN and Disability Act 2001 extended **The Disability Discrimination Act 1995 (DDA)** to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 Framework, which underpin the development of a more inclusive curriculum

- setting suitable learning challenges
- responding to pupils diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

This Accessibility plan has been developed in consultation with the LA, staff and governors of the school.

Admissions

The Governors are committed to the principle of all children having equal rights of access, if this can reasonably be provided.

The admission of a child with Special Educational Needs to the School will be conditional upon:

- (a) The parents'/guardians' full disclosure to the School of the child's disability. Appropriate planning by the School, including requests for additional funding, are dependent upon the School having access to all the relevant information
- (b) Following the procedures which are set out in any school policies relating to Special Educational Needs.
- (c) The availability of appropriate facilities within the school. These include both physical facilities and reasonable curricular provision

(d) Agreement about the stages for which entry is being offered. In particular, transition from Primary to Secondary will be dependent upon a review of the child's needs and the evaluation of any difficulties which the child may have in accessing an appropriate education

(e) Acceptance by the parents/guardians that some educational opportunities, which take place off-site may not be available.

(f) The school will take account of the needs of the pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Access to Buildings and Classrooms

In the main, all lower areas of the school are accessible by all children and their parents. The upper levels which includes the library/chill out, head teachers office and the staff room are accessed via stairs. These areas are detailed below.

Building	Features
Classrooms	All classrooms at least one flat or ramped entrance There is the provision of a disabled toilet (The main toilet has been adapted) Corridors are wide enough for wheel chairs to be used. Doors have low fitted handles to allow access
Hall	The Main entrance is flat allowing for wheel chair access.
Playground	Available for all pupils. Access is available through the top gate or via the main ramp down to the playground.
Field Area	Access is available to the school field. Assistance may be required down into the field but the gate is wide enough for wheelchair access.

The schools Fire and Evacuation Policy

This lays down basic procedures for the safe efficient evacuation of the school buildings. These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual plan for the pupil.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.

The School's ICT network provides access to pupils in all locations

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the School's SENCO teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment, such as those associated with KS1 and KS2 SATs.

The school's policy on Teaching and Learning incorporates advice for teachers on supporting disabled pupils. The school has an on-going program of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

Informal Curriculum

Pupils at Huntley Primary School have always been able to participate fully in the wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability. This has included

- 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.

Action Plan- (See Appendix 1)

Appendix 1

Action Plan/Strategy 2021-2024

		Objective	Action	Who	Date	Success criteria
Short term	1	Ensure compliance with DDA and Code of Practice.	Inform staff and governors of requirements and obligations of DDA and of the Accessibility Plan at staff meeting and Governor’s meeting	Gov/ staff	On-going	School complies with requirements of DDA and Code of Practice.
	2	To ensure access for wheelchair user.	Class River would be used as main teaching area for particular pupil as most accessible and has access to disabled toilet. The class Fire exit would need a ramp. Designated parking bay by Biffa bin would be created Large gate access would be used to playground if required. Arrange meetings on ground floor after school time. Consider portable ramp	Govs Staff	When required When required	School able to deliver curriculum to disabled pupil. School able to accommodate meetings with disabled parent.
	3	Improve availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats. The school will be able to provide written information in different formats when requested for individual purposes If required consult LA about converting written information into alternative formats. e.g. Braille, video conferencing etc. Work with AST Visual impairment/hearing impairment. Be able to produce written information in larger font/different colours on request	HT	When needed	School able to deliver information to all pupils and parents with disabilities.
Medium term	4	Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested	Review all current school publications and promote the availability in different formats when specifically requested As above	Office		Delivery of school information to parents and the local community improved
	5	Improve access to all ground floor teaching areas	Ramped access through all fire doors and to outside areas.	Gov	When needed	All ground floor teaching areas accessible
	6	Improve provision for pupils with specific disabilities	Staff training related to specific cases. Communications and Environment committees would meet immediately to review action plan to deal with an incoming disability.	HT	When needed	Staff have increased confidence and skills with working with specific disorder. Action is taken to resolve any difficulties for an incoming pupil.
Long term	7	Improve working environment for pupils with visual impairments (and possibly autism)	Incorporate colour schemes when refurbishing. Provide coloured stripes on stairway and steps.	Gov	When needed	Visually Impaired pupils able to work independently in all teaching areas. Colour suitable for autistic individuals.

