



Together we succeed; Today we achieve.

New Marske Primary School

Accessibility Policy

Approved: May 2015

Review: May 2017

School Accessibility Policy

Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

New Marske Primary School buildings are well designed to meet the needs of disabled pupils:

- all classrooms are on the ground floor;
- use of these classrooms can be rotated to meet pupils’ needs;
- all public-access rooms, including front and back entrances, toilets, library, and hall are on the ground floor,
- a disabled toilet was installed in 2000.

Key Objective

The key objective for this policy is to increase access to the curriculum for pupils with a disability, expanding 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 their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may:

- assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- In conjunction with the SEN Code of Practice 2014, improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include information about the ‘local offer’ from school and the Local Authority, 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 timeframe.

Principles

1. Compliance with the Equality Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
2. The school recognises its duty under the Equality Act 2010 and the SEN Code of Practise 2014:
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.
 - to provide parents and pupils with relevant and appropriate information to allow them to make informed decisions about accessing services.
1. In performing their duties, governors and staff will have regard to the Equality Act 2010 and the SEN Code of Practise 2014
2. 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.
3. 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 individual and groups of pupils.

Activity

New Marske Primary School has identified the following points for action as part of its School Improvement Plan, in order to achieve the key objective:

a) Delivery of the curriculum

- School staff receive training in making the curriculum accessible to all pupils, and are aware of its importance.

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- The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

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

c) Provision of information in other formats

- The school is aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

d) Working in Partnerships

- The school will continue to work in partnership with LEA, Psychological Services, Child Protection Agencies, SEND, Hearing and Impairment Services, Multi-cultural agencies, NHS nursing services and Health Professionals, Speech Therapy, Portage and any other agencies that the Governing Body deem necessary to assist any disabled child attending our school

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Improvement Plan
- staff development plan
- SEN policy
- Equal Opportunities policy
- curriculum policies

Appendix

Date of Plan: May 2015

Date of Review: May 2017

The plan was approved by the Resources on

The plan is also available in the following formats, on request to the Head teacher: email; enlarged print version; other formats by arrangement.

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
<ul style="list-style-type: none"> To liaise with Blossom Tree Nursery to review potential intake for September 2015 	<ul style="list-style-type: none"> Early identification of pupils who may need additions or different provision from September 2015 intake. Regular meetings between EYFS leader and Blossom Tree staff so that Nursery are aware of the potential intake 	<ul style="list-style-type: none"> Summer 2015 	<ul style="list-style-type: none"> HT and EYFS Leader 	<ul style="list-style-type: none"> Clear list of requirements for new pupils ready for September 2015
<ul style="list-style-type: none"> To review all statutory policies to ensure that they reflect inclusive practice and procedure 	<ul style="list-style-type: none"> Review policies to ensure they comply with the Equality Act 2010 and the SEN Code of Practise 	<ul style="list-style-type: none"> On going from May 2015 	<ul style="list-style-type: none"> HT and Senior Leadership Team and School Business Manager 	<ul style="list-style-type: none"> All policies clearly reflect inclusive practice and procedure All relevant policies contain reference to Equality Act 2010
<ul style="list-style-type: none"> To establish close liaison with outside agencies for pupils with on going health needs. <i>Eg Children with severe asthma,</i> 	<ul style="list-style-type: none"> SENCO to create a list of Key Personnel with the Local authority Offer to Early Bird to continue using the facility 	<ul style="list-style-type: none"> Summer 2015 Summer 2015 	<ul style="list-style-type: none"> SENCO 	<ul style="list-style-type: none"> Positive professional relationship established

<p><i>epilepsy or mobility issues.</i></p> <ul style="list-style-type: none"> • Offer of school facilities to Local Authority to carry out authority wide programmes – Early Bird, SENCO meetings 				
<ul style="list-style-type: none"> • To provide a link between accessibility and the SMSC aspect of the Ofsted Framework • To ensure full access to the curriculum for all pupils • To provide a global dimension to accessibility by incorporating the United Nations Conventions on the Rights of a Child into school practice. 	<ul style="list-style-type: none"> • Staff to receive training about SMSC aspects of the Ofsted framework, identifying the importance of developing inclusivity and tolerance across school • The use of P Levels to assist in developing learning opportunities for chn and assessing progress in different subjects • Accessing support from the Landmark Teaching alliance to develop CPD within Teaching Support Team • Early Bird training access through the Local authority if appropriate • Weekly focus provided for staff about the UN conventions 	<ul style="list-style-type: none"> • May 12th 2015 • On going from May 2015 • Weekly – contained within School Briefing 	<ul style="list-style-type: none"> • Head Teacher • Head Teacher • SBM • Head Teacher • A. Stocks 	<ul style="list-style-type: none"> • Staff to generate action plan to incorporate SMRC into class • Advice taken and strategies evident in classroom practise
<ul style="list-style-type: none"> • To promote the involvement of disabled students in classroom 	<ul style="list-style-type: none"> • Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing 	<ul style="list-style-type: none"> • On going from May 2015 • Pupils to be reviewed as part of 	<ul style="list-style-type: none"> • Head Teacher • Curriculum Manager 	<ul style="list-style-type: none"> • Lesson observations note the inclusive nature of school and

<p>discussions/activities</p> <ul style="list-style-type: none"> • To take account of variety of learning styles when teaching 	<p>(where appropriate)</p> <ul style="list-style-type: none"> • •Wheelchair access • •Screen magnifier software for the <ul style="list-style-type: none"> ○ visually impaired • •Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 	<p>provision mapping within school</p>		<p>classrooms.</p> <ul style="list-style-type: none"> • When appropriate quality of teaching and learning reviews to comment on provision for disabled pupils.
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Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
<ul style="list-style-type: none"> Improve physical environment of school environment 	<ul style="list-style-type: none"> The school will take account the needs of pupils, staff 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, and colour schemes, and more accessible facilities and fittings. 	<ul style="list-style-type: none"> When appropriate – to be considered during the amendments to the school building in the summer of 2015 	<ul style="list-style-type: none"> Head Teacher SBM 	<ul style="list-style-type: none"> Needs of parents and pupils with physical and sensory impairments to be taken into consideration at planning stage of building plans
<ul style="list-style-type: none"> Ensuring all with a disability are able to be involved. To fully comply with the 'Support Pupils with Medical Conditions' guidance 	<ul style="list-style-type: none"> Create access plans for individual disabled children as part of IEP process Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. Include questions in the confidential pupil information questionnaire about 	<ul style="list-style-type: none"> To be incorporated into school policy from October 2014 Incorporated into the Parent Survey May 2015 Incorporated into the Pupils Survey September 2015 	<ul style="list-style-type: none"> Head Teacher SBM 	<ul style="list-style-type: none"> All pupils with medical conditions to receive a annual parental meeting with school staff

	parents/carers' access needs and ensure they are met in all events.			
<ul style="list-style-type: none"> To ensure that the medical needs of all pupils are met fully within the capability of the school. 	<ul style="list-style-type: none"> To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. 	<ul style="list-style-type: none"> When appropriate 	<ul style="list-style-type: none"> Head Teacher SBM Occupational health 	<ul style="list-style-type: none"> All disabled parents to have a quarterly meeting with SBM
<ul style="list-style-type: none"> Ensuring disabled parents have every opportunity to be involved 	<ul style="list-style-type: none"> Utilise disabled parking spaces for disabled to drop off & collect children When appropriate arrange interpreters from the RNID to communicate with deaf parents Offer a telephone call to explain letters home for some parents who need this Adopt a more proactive approach to identifying the access requirements of disabled parents 	<ul style="list-style-type: none"> Staff to be reminded about disabled parking spaces during weekly briefing When appropriate 	<ul style="list-style-type: none"> Head Teacher SBM 	<ul style="list-style-type: none"> Disable parking space only used by disabled badge holders Parental survey/telephone conversation has positive comments about the views of disabled parents

Aim 3: To improve the delivery of information to disabled pupils and parents.

<ul style="list-style-type: none"> To ensure all children with ASD have access to the curriculum 	<ul style="list-style-type: none"> Regular parental communication Staff dealing with pupils with ASD to attend Early Bird training Individualised multi-sensory teaching strategies used for ASD children. Close liaison with outside agencies to access the most appropriate support All classes to provide provision maps to ensure all support for is responsive and individualised 	<ul style="list-style-type: none"> When pupil with ASD taken on role <ul style="list-style-type: none"> AM attending Early Bird May 2015 	<ul style="list-style-type: none"> Head Teacher SENCO 	<ul style="list-style-type: none"> All pupils with ASD working with teaching support who have received appropriate training.
<ul style="list-style-type: none"> To enable improved access to written information for pupils, parents and visitors. 	<ul style="list-style-type: none"> Raising awareness of font size and page layouts will support pupils with visual impairments. Auditing the school library to ensure the availability of large font and easy read texts will improve access. Auditing signage around the school to ensure that is accessible to all 	<ul style="list-style-type: none"> Summer 2015 Summer 2015 June 2015 	<ul style="list-style-type: none"> Head Teacher SBM Caretaker 	<ul style="list-style-type: none"> School information accessible to parents Offer of various fonts sizes provided to parents Signage accessible to all
<ul style="list-style-type: none"> To review children's records ensuring school's awareness 	<ul style="list-style-type: none"> Records passed up to each class teacher. 	<ul style="list-style-type: none"> Summer 2015 	<ul style="list-style-type: none"> Head Teacher SBM 	<ul style="list-style-type: none"> All staff aware of new class

<p>of any disabilities</p>	<ul style="list-style-type: none"> • End of year class teacher • Annual reviews • IEP meetings • Medical forms updated annually for all children • Educational Health Care Plans • Significant health problems – • Children’s photos displayed on admin office notice board / info kept in separate file in staffroom 		<ul style="list-style-type: none"> • SENCO 	<ul style="list-style-type: none"> • At least annual meetings within pupils and parents within ‘medical needs’ • All EHC processed in line with legislation
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