



*Together we succeed; Today we achieve.*

# **New Marske Primary School**

## **Accessibility Policy**

**Approved: Autumn term 2017**

**Review: Autumn term 2018**

## 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: Autumn Term 2017

Date of Review: Autumn Term 2017

The plan was approved by the Resources Committee on 20<sup>th</sup> September 2017

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"> <li>To liaise with Blossom Tree Nursery to review potential intake for September 2017</li> </ul>	<ul style="list-style-type: none"> <li>Early identification of pupils who may need additions or different provision from September 2017 intake.</li> <li>Regular meetings between EYFS leader and Blossom Tree staff so that Nursery are aware of the potential intake</li> <li>Link support for pupils with disabilities to the nursery admissions policy</li> <li>Access one to one support from the LA when necessary</li> </ul>	<ul style="list-style-type: none"> <li>Summer 2017</li> </ul>	<ul style="list-style-type: none"> <li>HT and EYFS Leader</li> </ul>	<ul style="list-style-type: none"> <li>Clear list of requirements for new pupils ready for September 2017</li> <li>Hours of one to one support required in nursery provided for head count</li> </ul>
<ul style="list-style-type: none"> <li>To review all statutory policies to ensure that they reflect inclusive practice and procedure</li> </ul>	<ul style="list-style-type: none"> <li>Review policies to ensure they comply with the Equality Act 2010 and the SEN Code of Practise</li> </ul>	<ul style="list-style-type: none"> <li>On going from Autumn term 2017</li> </ul>	<ul style="list-style-type: none"> <li>HT and Senior Leadership Team and School Business Manager</li> </ul>	<ul style="list-style-type: none"> <li>All policies clearly reflect inclusive practice and procedure</li> <li>All relevant policies contain reference to Equality Act 2010</li> </ul>
<ul style="list-style-type: none"> <li>To establish close liaison with outside agencies for pupils</li> </ul>	<ul style="list-style-type: none"> <li>SENCO to review a list of Key Personnel with the Local authority for SEND</li> </ul>	<ul style="list-style-type: none"> <li>Review in autumn term 2017</li> </ul>	<ul style="list-style-type: none"> <li>SENCO</li> <li>SBM</li> </ul>	<ul style="list-style-type: none"> <li>Positive professional relationship</li> </ul>

<p>with on going health needs.</p> <ul style="list-style-type: none"> <li>○ <i>Eg Children with severe asthma, epilepsy or mobility issues.</i></li> </ul>	<p>needs</p> <ul style="list-style-type: none"> <li>● SBM to look at training on offer for staff regarding all issues to do with inclusion <ul style="list-style-type: none"> <li>○ Epipen training and Asthma training to be planned for the autumn term 2017</li> <li>○ H&amp;S training to be planned for the autumn term 2017</li> <li>○ Full first aid training to be provided for M. Rafferty Autumn term 2017</li> <li>○ First aid training to be planned for the summer term 2018 for all staff</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Autumn term 2017</li> <li>● October 2017</li> <li>● October 2017</li> <li>● September 2017</li> <li>● June 2018</li> </ul>		<p>established</p> <ul style="list-style-type: none"> <li>● Staff aware of key issues that could affect pupils/parents with disabilities</li> </ul>
<ul style="list-style-type: none"> <li>● To ensure full access to the curriculum for all pupils</li> <li>● To provide a global dimension to accessibility by incorporating the United Nations Conventions on the Rights of a Child into school practice.</li> </ul>	<ul style="list-style-type: none"> <li>● Accessing support from the Landmark Teaching alliance to develop CPD within Teaching Support Team</li> <li>● Weekly focus provided for staff about the UN conventions</li> <li>● From Autumn Term 2017 issues of equality and disability incorporated into the Assembly and FBV timetable</li> </ul>	<ul style="list-style-type: none"> <li>● Access to LTA training</li> <li>● Weekly – contained within School Briefing</li> <li>● Autumn Term 2017</li> </ul>	<ul style="list-style-type: none"> <li>● Head Teacher</li> <li>● Head Teacher</li> <li>● SBM</li> <li>● Head Teacher</li> <li>● A. Campbell</li> </ul>	<ul style="list-style-type: none"> <li>● Advice taken and strategies evident in classroom practise</li> </ul>

**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"> <li>Ensuring all pupils with a disability are able to be involved.</li> <li>To fully comply with the 'Support Pupils with Medical Conditions' guidance</li> </ul>	<ul style="list-style-type: none"> <li>Create access plans for individual disabled children as part of IEP process</li> <li>Include question in parents' questionnaire to assess the number of parents with a disability and how this could impede their involvement in school*.</li> </ul>	<ul style="list-style-type: none"> <li>To be incorporated into school policy from October 2014</li> <li>To continue to be asked in the Parent Survey May 2018</li> </ul>	<ul style="list-style-type: none"> <li>Head Teacher</li> <li>SBM</li> </ul>	<ul style="list-style-type: none"> <li>All pupils with medical conditions to receive an annual parental meeting with school staff</li> <li>School aware of parents who regard themselves as having a disability</li> </ul>
<ul style="list-style-type: none"> <li>To ensure that the medical needs of all pupils are met fully within the capability of the school.</li> </ul>	<ul style="list-style-type: none"> <li>To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.</li> </ul>	<ul style="list-style-type: none"> <li>When appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Head Teacher SBM</li> <li>Occupational health</li> </ul>	<ul style="list-style-type: none"> <li>All disabled parents to have a quarterly meeting with SBM</li> </ul>
<ul style="list-style-type: none"> <li>Ensuring disabled parents have every opportunity to be involved</li> </ul>	<ul style="list-style-type: none"> <li>Utilise disabled parking spaces for disabled to drop off &amp; collect children</li> <li>When appropriate arrange interpreters from the RNID to communicate with deaf parents</li> <li>Offer a telephone call to explain letters home for some</li> </ul>	<ul style="list-style-type: none"> <li>Staff to be reminded about disabled parking spaces during weekly briefing</li> <li>When appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Head Teacher</li> <li>SBM</li> </ul>	<ul style="list-style-type: none"> <li>Disable parking space only used by disabled badge holders</li> <li>Parental survey/telephone conversation have positive comments about the views of disabled parents</li> <li>Less of a queue of parents entering</li> </ul>

	<p>parents who need this</p> <ul style="list-style-type: none"> <li>• Adopt a more proactive approach to identifying the access requirements of disabled parents</li> <li>• To increase the size of the main school gate to provide better access to parents.</li> <li>• To review access to the KS1 and KS2 playground, providing better access to the main school building for wheelchairs or for restricted mobility.</li> </ul>	<ul style="list-style-type: none"> <li>• Summer 2017</li> <li>• October 2017</li> </ul>	<ul style="list-style-type: none"> <li>• Ian Dunn – Masterplan officer R&amp;C Council</li> </ul>	<p>school at 8:45am and 3:15pm.</p>
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\*During the 2017 parental survey, no parent registered a disability or indicated that they wish to consider themselves as disabled. That said however, as a school we are aware of a number of parents who have mobility or medical issues that could be considered as a disability. All school staff should consider how these parents are engaged with to ensure they can access information from school and provision if appropriate.



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

<ul style="list-style-type: none"> <li>To ensure all children with ASD have access to the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Regular parental communication</li> <li>Individualised multi-sensory teaching strategies used for ASD children.</li> <li>Close liaison with outside agencies to access the most appropriate support</li> <li>All classes to provide provision maps to ensure all support for is responsive and individualised</li> <li>HT to review the CAMHS termly training programme identifying training needs for staff</li> <li>School to access Tree Tops Training to support pupils-particularly pupils with ASD</li> </ul>	<ul style="list-style-type: none"> <li>When pupil with ASD taken on role</li> <li>Review regularly – not based on need, but on the possibility of need</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Head Teacher</li> <li>SENCO</li> </ul>	<ul style="list-style-type: none"> <li>All pupils with ASD working with teaching support who have received appropriate training.</li> </ul>
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<ul style="list-style-type: none"> <li>• To enable improved access to written information for pupils, parents and visitors.</li> <li>• To review and implement changes to school signage to provide better access to school</li> </ul>	<ul style="list-style-type: none"> <li>• Raising awareness of font size and page layouts will support pupils with visual impairments.</li> <li>• Reviewing an purchasing new school signage to support access to areas of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Continue into autumn 2017</li> <li>• Summer 2017 and Autumn 2017</li> <li>• June 2015</li> </ul>	<ul style="list-style-type: none"> <li>• Head Teacher</li> <li>• SBM</li> <li>• Caretaker</li> </ul>	<ul style="list-style-type: none"> <li>• School information accessible to parents</li> <li>• Offer of various fonts sizes provided to parents</li> <li>• Signage accessible to all</li> </ul>
<ul style="list-style-type: none"> <li>• To review children's records ensuring school's awareness of any disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Records passed up to each class teacher.</li> <li>• End of year class teacher</li> <li>• Annual reviews</li> <li>• IEP meetings</li> <li>• Medical forms updated annually for all children</li> <li>• Educational Health Care Plans</li> <li>• Significant health problems –</li> <li>• Children's photos displayed on admin office notice board / info kept in separate file in staffroom</li> </ul>	<ul style="list-style-type: none"> <li>• Summer 2015</li> </ul>	<ul style="list-style-type: none"> <li>• Head Teacher</li> <li>• SBM</li> <li>• SENCO</li> </ul>	<ul style="list-style-type: none"> <li>• All staff aware of new class</li> <li>• At least annual meetings within pupils and parents within 'medical needs'</li> <li>• All EHC processed in line with legislation</li> </ul>

