



Accessibility Policy 2024

Mission Statement

We are a Church school and through our distinct Christian values we enrich the lives of our children and create an environment where there is opportunity to “Let Your Light Shine” (Mathew 5:16)

Our values are brought to life through our Love of Learning; our Faith; our Respect and our Partnerships.

Love of Learning - We provide an inclusive, meaningful, enjoyable curriculum to inspire and encourage pupils to reach their full potential. We nurture the social and emotional development of all our pupils and teach them how to stay safe and lead healthy lives. We develop their confidence and independence and encourage them to question and reason rationally.

Faith - We are proud to be a Church of England School. We promote the values and beliefs of the Christian faith whilst respecting and celebrating the beliefs and cultures of others.

Respect - We develop each child's sense of self-worth as well as their sense of responsibility. We encourage children to value diversity and the wonder of creation.

Partnerships - We work together with our families, the Church and the local and wider community, valuing their support.

HEADTEACHER: Mr Chris Burman

CHAIR OF GOVERNORS: Mrs Sue Owen

This policy is reviewed annually by the Local Governing Body (LGB).
Policy reviewed by the LGB in February 2025

Policy Links: SEND; Curriculum; Health & Safety; Pupil Premium

DEFINITION OF DISABILITY

A person has a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities.

RATIONALE

In accordance with statutory regulations and in partnership with the LA schools are under a legal requirement to produce an accessibility plan. Disabled children should not be treated less favourably for a reason that relates to their disability.

AIMS

The school will endeavour to ensure that disabled children are treated in a fair and equitable manner by a review of general access to the curriculum and the physical environment of the School.

OBJECTIVES

The school will endeavour to increase access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural events or school visits. It will also look at access to the physical environment of the school.

THE PHYSICAL ENVIRONMENT TO THE SCHOOL AND ACCESS

The physical environment includes steps, kerbs, paving, toilets and washing facilities, building exits and entrances and parking areas.

WHEELCHAIR ACCESS

The school is on a split-level site however, each of these levels can be accessed by an internal ramp. There is level access to all but one of the classrooms. Access to the classroom in the old part of the school is via the internal ramp. There is an external ramp from the norther pedestrian gate from the footway of Brent Street.

The Pre-School and Unicorn Class (new room on field) both have disabled access.

TOILET AND WASHING FACILITIES

There is a large toilet with disability access in the main building.

CURRICULUM ACCESS

- Larger font and icons for visually impaired pupils can be set up in classrooms.
- The school has purchased iPad, laptops and visualisers that can be used in class by children with a range of physical and cognitive difficulties to access the written curriculum.
- We have access to advisors from the Integrated Therapy Service, the LA's Visual Impaired Team, Occupational Health and the Physical Medical Support Team. These advisors will come into the school to observe the children they are supporting and will advise Teaching Assistants, Class teachers and the Special Needs and Disabilities Co-ordinator (SENDCo) on how to ensure that these children have curriculum access.
- The SENDCo has regular meetings with the Teaching Assistants and Class Teachers who work with children with physical difficulties to review their PLPs (Personal Learning Plans) so ensuring that the children have their entitled access to the curriculum, e.g. through enlarged worksheets, modified equipment, seating arrangements in the classroom and modified, differentiated activities.
- The school employs Sports Coaches to deliver its PE curriculum. These Sports Coaches differentiate their activities and use modified equipment as appropriate. They also update teaching and support staff on how children cope in the lessons, assessing their developmental needs.
- Teaching Assistants are trained by outside agencies to deliver specific programmes i.e. Physiotherapy/OT programmes as and when necessary.
- Intervention groups to support children with mental and physical needs and to help them develop skills to access the curriculum are set up as appropriate.
- There are visual timetables in use in all classrooms.
- All classrooms are carpeted to minimise noise levels for hearing impaired children.
- Risk assessments and meetings are held with the Headteacher (who is also the Educational Visits Co-ordinator) or SENDCo to ensure that children with SEND can access Class trips.

DELIVERY OF INFORMATION IN ALTERNATIVE FORMS

If Braille copies are required, this will be organised with the support of the LA.

Class teachers and assistants, where appropriate assess children according to the P scales (performance attainment targets (P1 to P8), with performance descriptors for pupils aged 5-16 with special educational needs) and regularly differentiate activities to support SEND e.g. cut and stick activities, use of writing frames, etc.

EVALUATING THE ACCESSIBILITY PLAN

The success of the Accessibility Plan will be measured by:

- Evidence of involvement of disabled pupils in the full life of the school e.g. participation in after-school clubs, school visits, residential visits etc.
- The satisfaction of disabled pupils and their parents/carers with the provision made for them through regular review and discussion.
- Observable changes in staff confidence to teach and support disabled pupils with a wide range of needs.
- Regular monitoring shows the school is meeting the targets identified on the Accessibility Plan framework to improve disability access.
- Records of relevant staff training appropriate to the nature of the disability of the child/children.