

PRIOR HEATH INFANT SCHOOL POLICY AND PROCEDURES STATEMENT

TITLE: Accessibility Policy

DATE: March 2017
REVIEW: March 2019

APPROVED/MONITORED BY: Curriculum Committee
AGREED BY: WHOLE SCHOOL STAFF and GOVERNORS

Aim

At Prior Heath Infant School we aim to comply with The Equality Act 2010 which aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled people in all areas of life including education. It is unlawful for a school to treat disabled people unfavourably.

Under this Act a person has a disability if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to perform normal day-to-day activities. Unfavourable treatment could include direct discrimination, indirect discrimination, discrimination arising from a disability and harassment. The Act contains further guidance on the meanings of these definitions.

In addition the Special Educational Needs (SEN) Code of Practice gives practical guidance on how to identify and assess children with Special Educational Needs. Since 1 January 2002 Local Educational Authorities and schools have been obliged to take account of this Code.

Objectives

The purpose of this policy is to raise awareness of the principles we follow, to ensure that disabled people are protected, treated favourably and free from discrimination.

The Premises

Prior Heath Infant School comprises a single storey building. At the front of the site there are steps and a ramp to the front of the building. Access to the classrooms is through the playground which is accessed by a sloping path and no steps. Whilst the Equality Act does not require schools to change their premises, it does require long-term plans to be made for improving access to the premises. At Prior Heath we have two disabled toilets, a portable ramp for access and there is a disabled parking bay in the car park opposite the front of the school.

Learning and Teaching

Prior Heath Infant School is committed to providing all children every opportunity to achieve their potential in every aspect of school life. When a request is received from parents or the Local Authority for a pupil to attend the school, professional advice from Support Services and other relevant professionals will be sought when necessary, to enable an assessment of the individual's needs to be made. This will include access to the various parts of the school and the requirements of the National Curriculum. Parents and carers of pupils with disabilities will be consulted to identify and where possible, remove any obstacles to learning. Such obstacles could include physical, sensory, learning difficulties or emotional or social development as well as the learning environment experienced within the school.

Most written information is presented in different formats to make it accessible. This includes:

- differentiation of class work and homework tasks
- visual presentation of information and timetables

The school is aware that the Local Authority is able to provide translation services and Braille copies if required and additional visual aids equipment.

Assessment recording and reporting procedures

Monitoring of progress will be carried out by class teachers, the Headteacher, the SENCO and subject leaders as appropriate and used to inform future planning of provisions to meet each individual's needs. Assessment and recording for all children is completed according to the school's Assessment Policy and Assessment for Learning Policy.

Responsibilities

The Staff at Prior Heath Infant School value pupils of different abilities.

Co-ordination of Provision

The Special Educational Needs Co-ordinator (SENCO) is Mrs Claire Kelsey

The SENCO is responsible for:

- overseeing the day to day operation of the Accessibility policy
- liaising with and advising all staff, teaching and non-teaching and the SEN governor
- co-ordinating provision for children with disabilities
- overseeing the records of children with disabilities
- liaising with parents of children with SEN (along with class teachers)
- contributing to the in-service training of staff
- liaising with external agencies
- Providing a Personal Evacuation Plan if necessary

The Governing Body:

The SEN designated governor is Mrs Emma Batley Hammond.

The Class Teacher is responsible for:

- familiarising themselves with the children's records and information regarding their disability
- differentiating the curriculum to meet the needs of all children including those with disabilities
- setting suitable learning challenges, including individual targets, individual education plans (IEP) and through Provision Mapping,
- responding to children's diverse learning needs,
- overcoming potential barriers to learning for individuals and groups of pupils, by accessing adult support, intervention programmes, tailored speech and language therapy programmes, use of Information and Computer Technology (ICT) and visual aids,
- ensuring individuals are able to access other curricular opportunities outside the National Curriculum such as school trips, after school clubs, sports days, visits by external agencies,
- where necessary, carrying out separate risk assessments for off site activities,
- communicating with parents about their child's provision and progress.

When planning their work, the staff will take in to account the abilities and needs of all the children and provide differentiated work accordingly. This may involve modifying learning objectives, teaching styles and access strategies.

The Teaching Assistants are responsible for:

- supporting individuals or groups of children in accessing the curriculum
- following individual targets and programs of work set by teachers and outside agencies
- keeping records as required

The Parents are responsible for:

- attending meetings and reviews
- providing up to date information about their child's needs and well-being
- support their child, give encouragement and positive reinforcement

Summary for parents

Children with disabilities are welcomed at Prior Heath. The school makes provision for children with learning difficulties, communication problems and emotional and behavioural difficulties and, where the constraints of the building allow, physical disabilities and sensory impairments. Successful inclusion is ensured by close liaison with parents and professionals in order to ascertain and meet individual needs. In addition, parents will be given regular and detailed feedback regarding their child's progress. Prior to admission, it is the School's policy to contact relevant outside agencies to obtain as much

information as possible so as to successfully integrate all children into a supportive environment. Home visits are carried out prior to children entering the Reception class in September if necessary.

Links to other school documents

Assessment policy
SEN policy
Single Equality Scheme and policy
Teaching and Learning policy

Equal Opportunities

All children will have equal access to the curriculum, regardless of gender, beliefs or disabilities.

Children with Special Educational Needs and the More Able children

The Code of Practice is followed and parents are kept informed of progress. Outside agencies are contacted for further specialised help as necessary.

More able children will be challenged and motivated by greater differentiation of materials and tasks. The class teacher will also aim to identify those children who may be gifted in English and provide them with appropriate learning opportunities. See Policy for Gifted and Talented.