

# PRIOR HEATH INFANT SCHOOL POLICY AND PROCEDURES STATEMENT

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**TITLE: Accessibility Policy**

**DATE: February 2024  
REVIEW: February 2025**

**APPROVED/MONITORED BY: FGB (Full Governing Body)  
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 and Disabilities (SEND) Code of Practice gives practical guidance on how to identify and assess children with Special Educational Needs. Since 1<sup>st</sup> 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. There is a ramp situated at the front of the building. Entry 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. Areas of the site are also marked with yellow paint to highlight the steps, thresholds and to support access to the play equipment.

## **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 and adaptations to be considered. 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 barriers to learning. Such barriers 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 SENDCO 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 (SENDCO) is Mrs Lindsey Chivers who works in conjunction with the SENDCO assistant, Mrs Isla Nelson.

The SENDCO and SEND assistant are responsible for:

- Overseeing the day to day operation of the Accessibility Policy.
- Liaising with and advising all staff, teaching and non-teaching and the Governor responsible for SEND.
- Co-ordinating provision for children with disabilities.
- Overseeing the records of children with disabilities.

- Liaising with parents of children with SEND (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 is responsible for agreeing and monitoring the Accessibility Policy.

The designated Governor responsible for SEND is Mrs Emma Batley Hammond.

The Class Teacher is responsible for:

- Adhering to the 'Ordinarily Available' document.
- 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, individual targets, writing Individual Support Plans (ISP) and implementing 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 technology 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 etc.
- Where necessary, carrying out separate risk assessments for off-site activities.
- Communicating with parents about their child's provision and progress.

When planning the curriculum, teaching staff will take in to account the abilities and needs of all children and provide a differentiated approach 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.
- Supporting their child, giving 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, 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 Year R in September.

### **Links to other school documents**

- Assessment Policy
- SEND and Inclusion 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 Disabilities**

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

Children working at greater depth within the expected standard for their year group will be challenged and motivated by greater differentiation of materials and tasks.