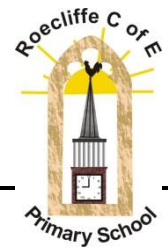


# ACCESSIBILITY POLICY

## Roedcliffe C of E Primary School



### MISSION STATEMENT

**To provide outstanding learning opportunities and to inspire each individual to do their best through encouragement, teamwork, friendship, respect and an enjoyment of learning in an environment where we all understand that by working together we achieve more.**

Document Status – Statutory Policy			
<b>Date of Next Review</b>	Autumn 2017	<b>Responsibility</b>	<i>All Governors</i>
<b>Success Criteria for review completion</b>		<b>Responsibility</b>	<i>Governing Body</i>
<b>Date of Policy 11.2.2015</b>	<b>Source: NYCC Schools HR.</b>	<b>Responsibility</b>	<i>S Houseman Administrator</i>
<b>Date of Policy Adoption by School Improvement – 11.2.2015</b>		<b>Signed</b>  <b>Headteacher</b> <i>Mrs Kerry Dalton</i>  <b>Chair of Governors</b> <i>Mr Stephen Jarvis</i>	
<b>Method of Communication</b>			
<b>The policy is to be made available upon request and displayed on the school website.</b>			

## Accessibility Policy/Plan

# ACCESS POLICY STATEMENT

Roecliffe C of E Primary School recognises that many of its pupils, visitors and staff, whether disabled or otherwise, have individual needs when seeking to make use of the school and facilities. However, ..... school also recognises the fact that for some users, the nature of their disabilities may mean that they experience specific difficulties related to accessing education at the school, and the physical environment. As part of its ongoing commitment to Equal Opportunities and the delivery of an inclusive educational service, Roecliffe C of E Primary School will endeavour to ensure that disabled people receive the same standards of service as everyone else.

The school aims to:

- Communicate to all staff that our policy of educational services ensures the inclusion of disabled people.
- Consult with disabled pupils, parents, staff and disability organisations.
- Plan to make access improvements to enable disabled people to use its services and communicate their availability to both pupils and staff.
- Regularly review whether its provision is accessible to all, and take appropriate action.
- Monitor the implementation and effectiveness of this policy on a regular basis.
- Operate an accessible procedure whereby disabled people can make improvement suggestions and request assistance.

### Purpose of the Plan

The purpose of this plan is to show how Roecliffe C of E Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

### Definition of Disability

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

### Legal Background

From September 2002, the Disability Discrimination Act 1995 outlaws discrimination by schools and LEA`s against either current or prospective disabled pupils in their access to education. It is a requirement that the school`s accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled (this will include planning to make written information that is normally provided by schools to its

pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Roecliffe C of E Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably, and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

### **Contextual Information**

The school comprises one two-storey Grade II Listed building with disabled access/egress, and toilets.

Wheelchair access is available, with provision adapted as required.

Wheelchair access to the main school building can be gained through class 1 at the rear of the school or through the kitchen entrance to the school with the aid of a ramp.

Classroom doorways are currently single and of standard width.

In the event of any building/improvement work becoming necessary, due consideration will be given to the need to further improve disabled facilities.

Arrangements will be made as necessary to accommodate staff and pupils and provide an equitable work/learning environment.

### **The Current Range of Disabilities within school**

The school has children with a variety of special educational and medical needs though no children currently use wheelchairs or walking aids. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have a number of children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and taken on all visits off site.

We have competent First Aiders who hold current First Aid certificates. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

**Roecliffe C of E Primary School**  
**Accessibility Plan 2015-2017**

<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achieved</b>
<b>Equality and Inclusion</b>				
To ensure that the Accessibility Plan becomes an biannual agenda item at FGB Meetings or committee meetings.	Clerk to Governors to add to list for FGB meetings.	Adherence to legislation.	Biannually	
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	On-going	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going	
<b>Physical Environment</b>				
To ensure that all areas of the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Implement as new building work is undertaken.	Modifications will be made to the school building to improve access when building work is undertaken.	On-going	
To ensure that our school is physically accessible to all members of the school community.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	The school will be more accessible.	On-going	
<b>Curriculum</b>				
To continue to train support staff to enable them to meet the needs of children with a range of SEN.	SENCo to review the needs of children and provide training for TA's as needed.	TA's are able to enable all children to access the curriculum.	On-going	
To ensure that all children are able to access all out-of-school activities. E.g. clubs, trips, residential	Review out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure	On-going	

visits etc.		that the needs of all children are met.		
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed e.g. special pens, headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by SENCo	
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed, in accordance with regular classroom practice, and additional time, use of amanuensis etc will be applied for as needed.	Barriers to learning will be reduced or removed enabling children to achieve their full potential.	Annually	
<b>Written/Other Information</b>				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed	
To ensure that parents who are unable to attend school, because of a disability, to access parent's evenings.	Staff to hold parents evenings by phone or send home written information.	Parents are informed of children's progress.	Termly	