

# **Kirkstall Valley Primary School Accessibility Policy**

## **Introduction**

At Kirkstall Valley Primary School we are committed to ensuring that all children regardless of disability, age, gender or race have full access to all aspects of school life and achieve their true potential. We endeavour to provide a fully accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are also committed to challenging negative attitudes about disability and to developing a culture of awareness, tolerance and inclusion.

## **Definition of Disability**

Disability is defined by the Equality Act 2010:

A person has a disability if -

- (a) the person has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on person's ability to carry out normal day-to-day activities.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled children, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

Kirkstall Valley Primary School will make every effort to make reasonable adjustments. However, the practicality and cost of any adjustment will need to be considered.

## **Responsibilities**

Kirkstall Valley Primary School welcomes its general responsibilities under the new Disability Equality Act to have due regard to the need to:

- promote equality of opportunity between disabled and non-disabled people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act.
- eliminate harassment of disabled persons that is related to their impairments;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life; and
- take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

This policy sets out the steps the Governing Body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life.

### **School Population**

The school currently has a number of children throughout school with a wide range of disabilities. Reasonable adjustments and continued adaptations to the physical environment and curriculum, therefore, are already being made to ensure they all have equal access to all aspects of school life.

### **Accessibility**

#### **Outside**

There are separate entrances for vehicles and pedestrians. There are two pedestrian entrances (Argie Road and Barnbrough Street) these are well signposted, lit and have a sloped pathway suitable for wheelchairs. The vehicle access (Barnbrough Street) is accessed through an electronic gate that leads to the school's main entrance where there are several parking bays and a disabled parking space that is situated in front of the school entrance. This space is clearly marked and wide enough to allow transfer onto a wheelchair. Pathways around the school site have a combination of steps and ramps making the majority of areas accessible for a wheelchair user. The play areas are all fenced off from the car parks. The emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly points are on the school playgrounds.

#### **Inside**

The interior of the building is fully accessible for a wheelchair user. There is disabled toilet and changing facilities situated in the main reception area of school. Any new extensions or recent structural adaptations to the building are all compliant with existing regulations.

### **Increasing the extent to which disabled pupils participate in the school curriculum**

- Ensure that curriculum planning and delivery meets the needs of all groups of pupils in school and removes any barriers to learning.
- Providing appropriate resources to ensure that the curriculum is fully accessible to all pupils.
- Ensure appropriate professional development for staff on inclusive classroom practice and on specific disability issues.
- Making special arrangements for children taking part in formal assessments.
- Ensure that seating arrangements for activities, such as assemblies, visiting speakers and special events, enable disabled children to be fully involved.
- Providing equal access to our Breakfast Club, After School Club (based offsite) and Lunchtime Clubs.
- Ensuring that all children take part in educational visits and residential.
- Promoting links with other schools by attending inclusive events for children with special educational needs and disabilities.

- Involving references and pictures to disabled pupils and adults as positive role models in the curriculum where appropriate.

### **Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

- New extensions or alterations to the building all take into consideration the needs of disabled pupils.
- Raising awareness of the need for clear pathways in classrooms and regularly used communal areas.
- Using pictures and symbols such as PECS to support learning.
- Providing additional ICT resources and training for staff to use them.
- Timetabling access to the Emotional Well-being Room and creating a Nurture Room.
- Providing a range of play equipment designed for a range of disabilities.
- Making space available for professionals, such as the Visually Impaired Team, Occupational Therapist and Physiotherapist, so they can provide our children with appropriate support.

### **Medical Needs**

We have a clear policy for the administration of medicines, with staff trained to administer epi-pens. All medicines are kept in the main school office in clearly labelled medical boxes. There is a register of children with medical needs. Photographs of children with specific medical needs or allergies are displayed in their classrooms and the staff room.

### **Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled**

- Providing written information for disabled pupils in a range of formats, for example, larger print or coloured overlays.
- Providing training opportunities for those members of staff supporting a pupil with a specific difficulty.

Date agreed – November 2016

Review date – November 2018

