

Netherseal St Peter's C E (C) Primary School

Accessibility Plan September 2018

This plan also links to our SEND information report, our SEND policy & our Equalities policy

Our Duties

We have three key duties towards disabled pupils:

- 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.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils by:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Our Vision & Values

'Valuing Childhood – preparing for life'

The school's mission statement is based on our philosophy that the needs of all children need to be met so that children may have full and informed access to the next stage of their education and make healthy relationships with others in order to live contented adult lives.

The school recognises its commitment to equal opportunities through all policies and day to day working.

The school is committed to removing barriers in every area of the life of the school to enable all children to access fully and fairly opportunities to develop their full potential.

Information from Pupil Data and School Audit

At present the school has no children moving through who would be identified as 'disabled'. We do recognise that the school needs to reflect a proper understanding of the definition of disability for future intake and needs to ensure that due consideration is given to ensure that the school can meet its aims for disabled pupils.

Audit Information:

Staff awareness Covered as part of SEN procedures

Disabled Pupils None at present

Profile None in past three years

Attendance/exclusion No fixed-term exclusions in the past 3 years. Attendance above Nat Average.

Areas of Curriculum with restricted access:

PE - access to Village Hall needs adult support

Access to field for games necessitates walking through the village, some on roadway lacking a pavement & crossing a road, which requires adult support.

Areas of school with restricted access;

None although routes are longer and involve going outside the building. This would require supervision.

Impact on pupils; Practices and policies support disabled pupils.

Physical environment Some re-organisation of space is possible to enable disabled pupils better access to parts of the school. This depends on the nature of the disability.

Access to Information The school is aware that specific requirements for disability would need addressing and would need to loan/ acquire specialist equipment e.g. a Braille writer. Access to information is available if needed with facilities for dyslexic parents/pupils, partially sighted or those with moderate learning difficulties.

Governors believe that current provision is good and that there is sufficient awareness to identify and accommodate needs that may arise.

The School's Main Priorities

1. Increasing the extent to which disabled pupils can participate in the school curriculum:

Planning in short medium and long term takes account of disabled pupils and is differentiated accordingly.

Assessment procedures identify strengths and areas for development of all pupils.

Staff have high expectations of all learners and communicate these to parents and pupils.

Learning support is deployed with regard to needs of all pupils.

A full range of strategies is employed by teachers to enable all pupils to demonstrate achievement.

2. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

New work undertaken to improve the physical environment takes full account of pupils with disability. This includes the playground and outdoor space i.e. ramps and wider doorways provide wheelchair access.

Signage takes account of those with associated visual difficulties.

The school has set the following priorities for physical improvements to increase access:

Purchasing takes account of future disability i.e. that equipment can be modified or enhanced to make it appropriate for use by disabled pupils.

Re-decoration includes consideration of colour contrasts

Improvements take account of improving disabled access

3. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Written communication takes account of disabled pupils. Large format, coloured backgrounds are available, simplified language and pictorial representations are used if required.

The school will contact the appropriate department for physical impairment for more specialist equipment.

Management, Coordination and Implementation

The Accessibility Plan takes account of current legislation with regards to SEN and disability and reflects the school's determination to meet the needs of all pupils. This is reflected in the SEN policy, Equalities and Health & Safety policies.

Getting Hold of the School's Plan

The plan is provided on the school website.

The plan is available in hard copy from the school office and can be made available in different formats.

This plan was approved by the full governing body on 20th September 2018; a signed hard copy is held in school.