



Embleton Vincent Edwards C of E Primary School

Policy	Accessibility Plan 2017-2020
Policy Number	P027
Ratification Date	October 2017
Review Date	Autumn 2020
Signed	

Chair of
Governors

Context

The Equality Act 2010: Schedule 10, paragraph 3, states that all schools must have an Accessibility Plan reviewed every three years. It is also listed by the DfE as a required policy.

Central to the ethos of our school is that 'every child matters'. We aim to provide a broad, balanced and relevant curriculum that will take account of the widely differing skills and abilities of the children in our care, at all their various stages of development.

An Accessibility Plan is a plan for:

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

A disability under the Equality Act 2010 is

'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes physical disabilities and others with sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Embleton Primary School will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. We plan ahead, so thought is given in advance to what disabled children and young people might require in the future and what adjustments might need to be made to prevent that disadvantage.

SECTION A

These are the ways this school will increase the extent to which disabled pupils can participate in the school's curriculum.

Each pupil's education programme will be planned by the class teacher. It will be differentiated according to suit the pupil's individual needs. This may include additional support from the class teacher or a teaching assistant in the classroom or an intervention strategy outside the classroom. Parents are kept informed of all support and termly Pupil Progress Meetings are held with parents following our Pupil Progress staff meetings.

Occasionally a pupil may need additional support from external agencies. A referral will be made, with your consent and forwarded to the appropriate agency.

Pupils with medical needs

If a pupil has a medical need then a detailed care plan is compiled with support from the school nurse in consultation with parents/ carers. These are discussed with all staff who are involved with the pupil. Where necessary and in agreement with parents/ carers prescribed medicines are administered in school but only when a signed consent form is in place to ensure the safety of both child and member of staff. Designated staff have First Aid Training with Paediatric Care.

Specialist Services

At times it may be necessary to consult with outside agencies to receive more specialised advice and support. The main agencies used by the school are:

- Psychological Services
- ASD and Behaviour
- Literacy, and Speech and Language
- Portage
- Sensory Support
- School Nurse

Training

Staff supporting children with SEND receive training on areas pertinent to the child(ren) they are supporting.

What we will do in the next three years

- Focus on quality first teaching to meet the needs of individual pupils within mixed age groupings
- Ensure SEND pupils' work is clearly differentiated and builds on their progress
- Hold termly reviews of SEND pupils to ensure their needs are met and parents are fully informed of their progress

SECTION B

These are the ways we are improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- Easy access to main school entrance.
- Accessible classrooms/hall space for all.

School Trips

Activities and school trips are available to all. Risk assessments are carried out and procedures put in place to enable all children to participate. However, if it is deemed that an

intensive level of 1:1 support is required for a residential activity a parent or carer may be asked to accompany their child.

What we will do in the next three years

- Regularly review to ensure the physical environment meets the needs of current learners.

SECTION C

These are the ways we are improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This will be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

If information is needed in a different format, the necessary arrangements will be made.

What we will do in the next three years

- Regularly review to ensure adaptations are made to meet the needs of current learners.
- Regularly review the curriculum and resources available to support its delivery to ensure that all children can access it.