

Sampford Peverell C of E Primary School



Accessibility Policy

October 2016

Accessibility and Inclusion

Sampford Peverell C of E Primary School is committed to reducing barriers to teaching, learning and assessment, and improving the access to the curriculum for all learners, including those with special needs or disabilities.

We recognise:

- our duty under the Disability Discrimination Act (1995) as amended by the SENDA (2001).
- “from September 2002, it will be unlawful for schools or LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services.”
- schools and LAs must not treat disabled pupils less favourably; and take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the reasonable adjustment’ duty)
- that Local Education Authority and School Governors have the duty to publish Accessibility Strategies and Plans.

Improving the Physical Environment of the school:

The school seeks to increase year on year the accessibility of the school to students with disabilities and ensure that sufficient specialist facilities are available to meet the needs of existing and potential pupils, thus increasing the extent to which disabled pupils can participate in the school curriculum. Our school aim is to improve access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the Special Education Needs Provision.

Vision and values:

The school's commitment to equal opportunities is driven by the National Curriculum Inclusion statement. As a result the school:

- sets suitable learning challenges;
- responds to pupils' diverse needs;
- seeks to overcome potential barriers to learning and assessment for individuals and groups of pupils.

At our school we aim to make all children feel welcome irrespective of race, colour, creed or impairment. We aim to identify and remove barriers to disabled pupils in every area of school life. We ensure that all members of the school community are aware of the vision statement, its values and aspirations. We identify any additional potential barriers which may impede the development and learning of individual pupils.

Information from pupil data and school audit:

The school reviews regularly the data relating to its disabled pupils and is committed to obtaining any relevant information on pupils who will join the school in the future. The school liaises with other organisations to ensure that any data received is accurate. All external data received relating to assessment would be reviewed to identify the progress of disabled pupils with Special Educational Needs in comparison to pupils who are not disabled, both in the school and nationally.

The school ensures:

- that any data received is also shared with the Special Education Needs coordinator (SENCO) who also gathers information from the previous setting. Also to contact outside agencies involved with any programmes in place for children and their families starting in the foundation stage. This will also apply for any child(ren) starting mid-term.
- The SENCO attends training where she will be able to use data available within the school to answer key questions about the progress of disabled pupils.
- it tracks the progress of all its disabled children. The tracker will reflect the progress of pupils who may be making slower progress.

Our main priorities:

To ensure that all staff are fully aware of the obligation to provide an inclusive curriculum:

- The school will work towards providing a rich and dyslexic friendly curriculum with INSET for all teaching staff

- The school will ensure that all members of the school community understand the Disability Discrimination Act in its application to schools
- The school will consult with parents, students and other agencies about the school priorities for increasing access to the curriculum.
- The school will ensure that disabled pupils have access to extra-curricular activities, school trips and special events.
- The school will continue to reflect on identified areas of needs in lesson planning and delivery

Improving the physical environment of the school:

At Sampford Primary School we are aware that the physical environment of the school has a differential impact on access for different groups of disabled pupils. We endeavour to ensure, therefore, that different aspects of the physical environment are considered and acted upon in relation to different groups of pupils depending on their disability.

- To plan classroom furniture in line with pupil needs.
- To organise resources within classroom to reflect pupil needs.
- To continue to look at accessibility in all areas of school life.
- To consider accessibility in any proposed structural alterations.

Improving the delivery of information:

The school recognises the importance of identifying the most appropriate way of delivering information to individual pupils. This manner of delivery will be dependent upon the disability in question, but may include using pictures, symbols, simplified language or preferences expressed by parents or pupils.

The school provides information for disabled children in the following ways:

- To ensure visual timetables/prompts are available for those who find the written text too challenging.
- To give children the opportunity to use a Dictaphone or tape recorder to record their ideas, stories etc .
- To use pastel paper for dyslexic students
- To use large prints and audio formats as required

Making it happen:

The Governing Body takes responsibility for the school accessibility plan and sets clear direction for it. The Governors review the accessibility plan on an annual basis, and, where necessary, will make proposals for amendments. Parents of disabled children will also be invited to suggest amendments when appropriate. Teachers, Learning Support Assistants

and the SENCO will provide any necessary information regarding the progress of pupils to the Headteacher who will liaise with the Governing Body. This information will include results of both internal and external assessments. We also ensure that the plan is co-ordinated with other services and agencies, e.g. speech and language services and the educational psychologists to ensure that the needs of our disabled pupils are being met. We will work closely with the health agencies when necessary in respect of meeting the needs of disabled pupils.

The accessibility policy is reviewed annually. The implementation of the plan is the responsibility of the Governing Body with support from the Headteacher, however improving access for disabled pupils and the everyday implementation of the policy is the responsibility of everyone at school.