

St Mary & All Saints CE Primary School
Accessibility Policy

Policy Date: Autumn 2021 Policy Review: Autumn 2024

Member of Staff Responsible: Mrs J Barnett
Governor: Bob Mason

St Mary's & All Saints CE School
Accessibility Policy

St Mary and All Saints CE Primary School is committed to reducing barriers to learning and assessment and improving the access to inclusive education of all learners with special needs or disabilities. This is based on a belief in equality and inclusiveness for all and that everyone should have equal access to facilities and services regardless of disability, age, gender or race.

All members of the school community will be treated with dignity and respect and their individual needs will be accounted for. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. Further, we are committed to challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion.

All school staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm and take appropriate action, working with other services as needed. (Keeping Children Safe in Education 2016)

The Equality Act 2010 and Equality Duty 2011 placed responsibilities upon schools to remove discrimination against pupils with disability. It requires schools to make 'reasonable adjustments' to their policies, procedures and practices to accommodate pupils with disability more fully in school life. These duties apply to disabled pupils, as defined in the Equality Act 2010. The Act says that a pupil has a disability if they have 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. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing. The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD), or people diagnosed with cancer, HIV infection or multiple sclerosis. An impairment does not in itself mean that a pupil is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

A child's ability to memorise, concentrate, learn, speak, move, make and maintain positive relationships, is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may amount to a disability.

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Improving the Physical Environment of Schools for the Purpose of Increasing the Extent to which Disabled Pupils and Adults are able to take advantage of Education and Associated Services

St Mary and All Saints CE Primary School will improve its physical resources year on year to make it more fully accessible to pupils with disabilities and ensure that sufficient specialist facilities are available to meet the needs of existing and potential pupils.

- The school buildings and grounds are designed to enable all members of the school community to enter and access all aspects of school life to the best of their ability.
- We have ensured that our buildings take full account of the needs of pupils with disabilities.
- The school enables pupils to be physically, psychologically and emotionally comfortable and feel safe and secure.
- We have good levels of natural light with natural and artificial lighting, controllable, effective and comfortable heating and ventilation systems that can be adjusted.
- Creative use of colour and contrast around the school aids the way for those with visual impairment.
- Adjustable furniture and suitable equipment will be available to enable full participation in the curriculum if necessary
- Specialist facilities, eg disabled toilets are located near the main Dining Room, in the Main corridor, and the KS2 corridor both upstairs and downstairs, so that pupils can access them from a reasonable distance.
- There is a lift in the KS2 block enabling children to access the first floor classrooms
- Funding will be targeted at providing appropriate facilities for those pupils already in schools and those to be admitted in the current or following academic year.

When agreeing priorities for major adaptation and/or extensions the Governors will take the following into account:

1. The necessity of having fully accessible mainstream schools within a reasonable travelling distance; this will include the provision of specialist facilities for particular disabilities to meet identified needs.
2. The decisions of appeals.

Increasing the Extent to which Disabled Pupils can participate in the School's Curriculum

St Mary's & All Saints School will ensure that resources and expertise are used effectively to increase the skills of teachers and support staff in providing an inclusive curriculum for our pupils.

Strategies will include:

- Ensuring that there is a sufficient supply of qualified teachers and support staff to offer advice on including pupils with low incidence disabilities in maintained schools.
- Direct support, intervention and advice from specialist services.
- Auditing training needs by a variety of methods including course evaluations, sampling, questionnaires, and consultation with SENDCOs and external agencies.

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The dissemination of best practice in inclusion by:

- The use of expert teachers and support staff with SEN specialisms such as autism.
- Joint initiatives with other agencies working for and with young people with disabilities.
- Partnership with voluntary organisations and parent groups.

The provision of information on teaching and learning through:

- Publications including websites.
- Consultancy support and advice to schools and governing bodies.
- The provision of courses to meet identified needs and priorities for training.

Improving the Delivery of Information for Disabled Pupils

St Mary's & All Saints School will ensure that information normally provided in writing is also available for disabled pupils in alternative and appropriate formats. We are also aware that some parents/carers of pupils in school may themselves have a disability and will adopt the same principles in respect of the provision of information as necessary. The information will take account of pupils' disabilities and the preferred formats of the pupils and their parents and/or carers whenever possible. In addition we will make written material available in alternative formats such as:

- Braille.
- Large print.
- Sign language.
- The use of ICT and communication systems.

We will provide for children with disabilities with additional needs through the provision of support and advice from other educational establishments and external agencies. This will be done through the provision of specialist teachers and the Educational Psychology Service for:

- Deaf and hearing impaired children and young people.
- Children and young people with visual Impairments.
- Children and young people with communication and interaction difficulties including autism.
- Children and young people with physical difficulties.
- Children and young people with emotional, social and behavioural difficulties.
- Children with learning difficulties.

This will be undertaken through direct visits to schools, planning and other meetings, the provision of training and access to suppliers of high cost items, such as Braille machines, embossers etc., in order to produce information in alternative formats as necessary.