

# Charlestown Primary School



## Accessibility Policy

<b>Document Control</b>	
<i>Title</i>	<i>Accessibility Policy</i>
<i>Date</i>	
<i>Related policies, strategies and documents</i>	<i>Curriculum guidance, Equality Objectives and Policy, Health and Safety Policy, Special Educational Needs Policy, Behaviour Policy, Equal Opportunities Policy and School Development Plan</i>
<i>Review</i>	<i>Every 2 years</i>
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### **Charlestown Community Primary School Accessibility Policy**

At Charlestown Community Primary School, the spiritual, social, moral and cultural development of all our children and being safe is paramount. We believe that the most important function of the school is to maintain an environment in which every member of the school is able to achieve success and self-fulfilment.

There must be a total consistency of expectation that everyone (irrespective of gender, race or culture) should feel safe and secure, have empathy for all others, and place a high value upon individual achievement and personal development. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

Through developing an ethos of awareness, we aim to challenge any negative attitudes which may exist in relation to disability of any kind. This policy is drawn up in accordance with the Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001. DfE guidance issued in July 2002 also informs our procedures and practice. As defined by the Disability Discrimination Act (DDA) 1995, we understand disability to be: 'A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term effect on his or her ability to carry out normal day to day activities.'

#### **The policy and plan include:**

A description of processes for identifying, removing and preventing barriers for people with disabilities

Our objectives for improvement of accessibility over a three-year period

How our plans for improvement will be monitored

**Our school staff and parent equality groups meet termly to evaluate the progress made against our objectives and this is reviewed by governors annually in January**

## **Accessibility Planning Process**

Plans for accessibility improvement are developed bi-annually through our school evaluation and developmental planning process. Our action planning and audit walks for improvement addresses the following:

- Physical facilities
- The school curriculum
- Support services
- Awareness
- Communication of information

## **Removing Barriers**

The school must make reasonable adjustments to ensure that pupils and members of staff and the public are not disadvantaged. Disabilities can limit the extent to which children are able to participate in the curriculum and can impede the delivery of information. So, for example, if a child suffers from hearing loss, the teacher will always try and face the child when addressing the class, or, in severe cases, the teacher may wear a microphone and transmitter, or support staff may use BSL or Makaton.

The Accessibility Plan (separate attachment) covers the measures we have already taken and are still taking to improve our school.

## **The Physical Environment/Facilities**

An audit is carried out termly on the school site. This is sometimes informal or recorded. This aspect of review and planning pertains to the physical environment of our school and explores the need for specialist facilities as required. It also addresses any alterations that may be required to the structure of the building to secure access for pupils, staff, parents and visitors. We will endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school. The equality group will also carry out a school audit so that potential issues can be seen from alternative perspectives.

Where necessary, we will try to improve the following:

Access to the school, by installing ramps (currently at the ARC entrance) and handrails

Movement around the building, e.g., by adaptations, such as improved colour schemes, for people with impaired sight

Accommodation within the building, by providing toilets for disabled pupils (entrance area, early years and community space), and medical rooms

Information and communication technology, by selecting appropriate hardware and software  
Signage, by putting it in clear print

## **The Curriculum**

Our aim is to ensure that we secure access to the curriculum for pupils with disabilities. It considers provision for teaching and learning and the wider curriculum of the school such as participation in extracurricular activities and school visits and residential. It also addresses the need for specialist aids and equipment that may be required for some pupils to secure their access to the curriculum.

The needs of staff with disabilities will also be considered to ensure that they are able to deliver fulfil their role in delivering the curriculum and securing the progress of all pupils. Many of the adjustments we make are dependent upon individual needs, and we ensure an individualised approach through IEP's and in some cases, risk assessments. We always seek to respond to guidance from the parents and children.

In addition, we welcome the advice from external agencies such as Specialist Teachers, Physiotherapists, Teacher of the deaf, Outreach support, Educational Psychologist and Occupational Health.

## **Awareness and staff training**

Review and planning identifies training and development of staff. We aim to ensure that all staff are aware of the possible needs of persons with disabilities. Through diversity and equality curriculum opportunities, it also seeks to heighten children's awareness of issues in relation to disability. Training is carried out on site or through the National College or other providers. This can include hidden disability training, lifting, defib training and much more.

## **Communication of Information**

This addresses how information about our work is communicated within the school and to a wider audience. It also examines communication between the home and school and within the school context about pupils who are identified as having a disability.

The accessibility plan will be amended in the light of emerging information received from the School's equality group and through evaluation. The plan is updated accordingly on a need's basis.

## **Safeguarding**

At Charlestown Community Primary School, Child Protection and Safeguarding is paramount and we are fully committed to ensuring the welfare and safety of all our children. We believe that students have a right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the process to avert and alleviate any such problems. If any behaviour is a concern in relation to safeguarding, Charlestown Community Primary procedures and processes will be followed at all times in accordance with the Child Protection and Safeguarding Policy.