



Accessibility Policy

Date of Policy Reviewed : November 2016

Review date: November 2019

Signed:

A handwritten signature in black ink, appearing to be 'PB', written over a horizontal line.

Chair of Governors

Vision and Values

We want to make sure that St. Peter's C of E (Aided) Primary School is an inclusive school. We understand that all of our children have different needs and different contributions to make to the life of our school. Making sure we achieve this is the responsibility of teachers, support staff, governors, mothers, fathers, carers and the children themselves.

Every St. Peter's child can expect to:

- Feel secure and safe in school
- Know their contribution is valued
- Have their culture, faith, gender, disability or impairment treated positively and with respect
- Have opportunities to appreciate and value differences in others
- Have their voice heard and learn about inclusive principles through the School Council
- Experience success and achieve targets
- Take a full part in the daily life of our school including the 'wider curriculum' regardless of disability or medical needs

The Governing Body has three key duties towards disabled pupils, under the Disability Discrimination Act (DDA) 1995:

1. Not to treat disabled pupils less favourably for a reason related to their disability
2. To make 'reasonable adjustments' for disabled pupils, so that they are not at a substantial disadvantage
3. To plan strategically (via the Accessibility Plan) to increase access to school premises and the curriculum.

The Governors are committed to the National Curriculum Inclusion Statement, 'Providing effective learning opportunities for all,' through school practice and policy that reflects the principles of Inclusion:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Part of the Governors role is to:

- Regularly check and update school policies including Learning and Teaching, Equalities, Behaviour Management, Accessibility
- Have named governors for Children with Special Educational Needs, Children Looked After and Child Protection
- Attend relevant West Sussex County Council (WSCC) training

The Headteacher, Senior Leadership team, including the Inclusion Manager, have a responsibility for the strategic direction of the school which includes leading effective curriculum and professional development of all staff.

All teachers including subject leaders and support staff make sure that the principles of inclusion underpin the planning and delivery of the Curriculum.

Together they:

- Treat each other and all children equally and with respect
- Ensure that suitable learning challenges are set, underpinned by high expectations
- Are sensitive to the children's diverse learning needs and learning styles with appropriate timetabling and grouping of children including peer support
- Work towards overcoming potential barriers to learning and assessment for individuals and groups of children by appropriate deployment of learning support
- Question any differences in the achievement of different groups of children
- Look for ways to support children who might not be achieving their best
- Review the effectiveness of their actions
- Attend courses and share good practice, both across and within school referring to principles of inclusion when planning lessons and reviewing policy
- Work with external agencies to seek advice and support
- Use ICT to facilitate and enable access

Pupil data and school audit

The school actively plans for the future intake of pupils with disabilities. In terms of the physical environment we are fully compliant in terms of access for disabled pupils, able to match the internal space to the needs of pupils wherever improvements can be made. There is a lift in the school.

Once in school, the provision map provides information about our children with disabilities and details of the support they receive. Issues which may affect the participation of disabled children in the life of the school, such as specialist equipment and accessing services are addressed in discussions between the Inclusion Manager, staff and parents/carers. Through the established systems and procedures, the Inclusion Manager together with the staff monitors the quality of the whole school experience for those children with disabilities. Academic outcomes are monitored through the whole school monitoring and assessment programme and report termly to the governors.

The School Council now has a voice re concerns and suggestions regarding accessibility.

The School Business Manager advises on any health and safety issues relating to accessibility and the governing body carry out an annual health and safety check. Other organisations: views are sought through regular meetings with pre-school providers. Feedback is sought when other agencies are involved with the school e.g. Speech and Language Service, Education Psychology Service, Occupational Therapy Service, Help Family Service, Social Care etc.

1. Accessibility Strategy Action Plan - Environment

Improvements to the physical environment

This covers improvements to the physical environment of the school including the playground and physical aids to access education.

	Priority	Action	Responsible Person	Timescale	Outcome
1.1	Playground is suitable for all users	Y6 buddies support younger children with quieter activities			Going well. Need regular reminders
1.2	All visitors to the school are able to communicate easily with the Reception staff	Induction loop installed in Reception area if funds are secured • Bid for funds to be made by Inclusion Manager	Inclusion Business Manager / Headteacher / Inclusion Manager	Summer 2017	
1.3	Ensure the lift is fully operational and reliable	Premises Officer checks	Premises Officer	Jan 2016 and onwards	Working – and checks ongoing. Serviced 2 x year.

2. Accessibility Strategy Action Plan - Curriculum

Increasing access to the curriculum

This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment which may assist these pupils in accessing the curriculum and the way the school prevents SEND based bullying and harassment.

	Priority	Action	Responsible Person	Timescale	Outcome
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	Priority	Action	Responsible Person	Timescale	Outcome
2.1	Raise awareness of disability issues	The curriculum is used to raise awareness of disability issue including dyslexia, and foster inclusive attitudes and understanding	Curriculum reviewed in light of The Disability Discrimination act (DDA) to raise awareness and foster inclusive attitudes		

3. Accessibility Strategy Action Plan - Information

Ensuring the availability of information to disabled pupils and their families

	Priority	Action	Responsible Person	Timescale	Outcome
3.1	Families to have easy access to clear information regarding the support available for the children with SEN and disability in each local school.	School to publish an SEN information report that is clear and answers key questions that parents might have. Reviewed annually. Published on school website and available in other accessible formats on request. Ensure that any communication intended for a wide audience is written in plain English. Additional languages and Braille to be made available when needed	Inclusion Manager	In place	In place
3.2	Children at 'SEN support' and with EHCPs have a voice and a way of communicating their views, wishes and aspirations in	Person centred annual reviews and regular review meetings throughout the school year	Inclusion Manager	Ongoing	Ongoing

	Priority	Action	Responsible Person	Timescale	Outcome
	an empowering, accessible and creative way				