

TANKERSLEY C of E (A) PRIMARY SCHOOL

ACCESSIBILITY POLICY



“A love of learning in a Christian environment”

We aim high and have self-belief

We have community spirit

We are enterprising

We have enquiring minds

We are respectful

Updated September 2020

Next review September 2025

Introduction

Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the Disability and Discrimination Act and Equalities act 2010

The main parts of this are:

- **not to treat disabled students less favourably for a reason related to their disability;**
- **to make reasonable adjustments for disabled students so that they are not at a substantial disadvantage;**
- **to plan to increase access to education for disabled students.**

In 2005 the DDA brought in a duty on all public authorities to promote disability equality, this includes schools and local authorities.

At Tankersley St Peters C of E (A) Primary School we have a duty to:

- **ensure learning and the physical environment is accessible to all**
- **promote equality of opportunity between disabled people and other people;**
- **promote inclusion for all and eliminate discrimination;**
- **eliminate harassment related to a disability;**
- **promote positive attitudes towards disabled people;**
- **encourage participation by disabled people in public life;**
- **take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.**

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) as:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

Key Objective

To reduce and eliminate barriers to access to the curriculum and so lead to a full participation in the school community for students, prospective students, staff and visitors with a disability.

Our Aims

The school plans, where practicable, to increase the accessibility of provision for all students, staff and visitors to the school. The main priorities in the school's plan will be in the following areas:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery of information to disabled pupils, staff, parents and visitors of information that is provided in writing for students and adults who are not disabled.

School accessibility plan –Practice and Actions:

Outlined below are **three key areas** relating to accessibility and how the school currently provides quality provision relating to accessibility. (Note - The advice and support of the Diocese will be sought in implementing parts of the plan and in the development of any capital related work at Tankersley C of E (A) Primary School.)

THESE AREAS AND ACTIONS ARE REVIEWED ANNUALLY

AREA 1 – Learning and Curriculum Access

| Statement | Actions/Evidence | Who is responsible? |
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| Teachers and TAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice. | Staff training records for individual and whole school training – Training log. Regular SEND Staff Meetings/ SEND termly teach meets School provision mapping APDR pupils individual learning plans – reviewed termly | Headteacher Inclusion lead/ SENDCO uses provision map to identify training needs |
| Specialist advice sought (Wave 3) from external services to support physically | External advice and plans set up to support pupils with complex needs | Headteacher |

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| disabled pupils and pupils with complex needs where necessary | | Inclusion lead advises on and allocates support and resourcing where needed |
| Pupils with emotional, social and behavioural difficulties are supported in school. | <p>Vulnerable pupils log and TAF meeting records</p> <p>Social groups set up bespoke to pupil need</p> <p>Behaviour plans set up and reviewed regularly.</p> <p>Positive reinforcement and ethos of this through</p> <ul style="list-style-type: none"> • Christian Attribute Beads • Team points • Reward charts • Enhancement activities • Special trips and visits for vulnerable pupils | <p>Headteacher</p> <p>Inclusion lead allocates support and resourcing where needed</p> |
| Classrooms are optimally organised for pupils with a disability or specific need | Staff consider the best arrangement of furniture and technical equipment (e.g interactive screen / Laptops etc to improve accessibility & to accommodate necessary equipment. | Inclusion lead & class teacher |

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| <p>Quality First Teaching (Wave 1) provides opportunities for ALL pupils to achieve and pupils are enabled regardless of need, including EYFS.</p> <p>Lessons are differentiated and include work to be completed by individuals, pairs, small groups and the whole class as appropriate</p> | <p>Lesson Plans & monitoring of this shows that differentiated work is meeting the needs of all pupils including SEND pupils</p> <p>Appropriate support is provided for pupils with SEND and resourcing allocated as need for pupils</p> | <p>Headteacher</p> <p>SLT</p> <p>Inclusion lead</p> |
| <p>Single page profiles and APDRs written in a child friendly and parent friendly format</p> | <p>Single page profiles and APDRs to be shared with all parties and also used in planning on a day to day basis</p> | <p>Inclusion lead</p> <p>Class teachers</p> |
| <p>All pupils are encouraged to take part in music, drama and physical activities.</p> | <p>Full inclusion, extra-curricular clubs, church visits, concerts, performances etc.</p> | <p>Class teachers</p> |
| <p>Staff recognise and plan for the additional time and effort needed by some disabled pupils, e.g. slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities.</p> | <p>All staff aware of needs & detailed in planning/ APDRs</p> <p>Appropriate applications can be made for SATs – readers/scribes/extra time can be applied for.</p> <p>Specialist equipment purchased as required.</p> | <p>Inclusion lead</p> <p>Y6 and Y2 teachers</p> |
| <p>All staff plan for additional time required by some disabled pupils to use equipment.</p> | <p>See planning</p> | |
| <p>Specialist equipment and resources including electronic devices are provided to allow access for disabled pupils (and parents.)</p> | <p>Staff are familiar with resources technology and practices to assist pupils – e.g. Communication in print cards ,visual prompts e.g. First/Next</p> | <p>Headteacher</p> <p>Inclusion lead</p> <p>Computing lead</p> |

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| | <p>Special IPAD apps used by some SEND pupils Links with Specialist Advisory Support Service to provide updated software <i>as and when appropriate</i>.</p> <p>The school will liaise with LA support services and other external agencies to provide information in simple, clear language, symbols, large print, coloured paper, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.</p> <p>Large screen for hall /IPADS</p> | Class teacher |
| School visits are accessible to all pupils, regardless of attainment or impairment. | <p>See Educational Visits policy – consultations with parents as appropriate.</p> <p>ALL risk assessments include info re. Disabled pupils. H&S policy</p> | <p>Headteacher</p> <p>Business manager</p> |
| <p>Technology –</p> <p>The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way allowing access for all learners through visual, auditory and Kinaesthetic means, e.g. by reading aloud, using accessible font and size in presentations etc.</p> | <p>Multi touch screens used in every class & visualisers used for close up demonstration work (i.e. needle work, sketching etc.) & for enlarging texts.</p> <p>Coloured backgrounds and overlays used where appropriate for pupils work – e.g. Coloured overlays for dyslexia</p> <p>Separate parents reports and information can be requested to be sent if a parent does not live at same address</p> | |

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| | Website updated regularly & weekly news letter sent to all parents. | |
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AREA 2 - Physical Access

| Statement | Evidence | Who is responsible for implementation |
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| The layout of areas such as classrooms, hall, library, dining hall, reception, and playground allows access for all pupils. There are no barriers to access caused by doorways, stairs, and steps. | Doors are wide enough to accommodate a wheelchair. All classrooms have ramp access at least one point of entry There is a ramp leading into school's main entrance and other entrances to classrooms | Headteacher H&S governor Business manager Premises team |
| Pathways around school are safe and well signed. All areas are well lit | Signs are uncomplicated, and unambiguous. Signage is clear and accessible to all pupils | Headteacher H&S governor Business manager Premises team |
| Emergency and evacuation systems INFORM ALL parties connected with SEND pupils. | PEEPSs plans /care plans regularly checked for all SEND pupils where needed | Headteacher H&S governor Business manager Inclusion lead |
| School environment and decoration provides appropriate contrast and | School to seek advice to meet the needs of pupils with visual impairment, autism or epilepsy will be sort from the appropriate | Headteacher Inclusion lead |

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| harmony for pupils with visual impairment, autism or epilepsy. | multi agency service and advisors (e.g. Communication and interaction team) | Class teacher Premises team |
| Steps are taken to reduce background noise for pupils with hearing difficulties by considering a room's acoustics, noisy equipment etc. | Staff seat hearing impaired pupils appropriately. All classes fully carpeted in the main work/teaching areas. | Headteacher Inclusion lead Class teacher Premises team |
| New Furniture, equipment and technology selected, adjusted and located appropriately in school considering accessibility for all in the purchase | New tables, cupboards and other furniture – consideration now given (e.g. for provision of wheelchair with adjustable height,) writing slope, wedge support etc. Appropriate furniture/accessories on loan from Occupational Therapy as appropriate etc. | Headteacher Inclusion lead Computing lead Class teacher |