



# **Huyton with Roby CE Primary School**

## **Policy For Accessibility**

**Author:** Mrs K Whitehouse

**Date of Policy:** Reviewed Autumn 2021

**Review Date:** Review - Autumn 2022

## **Accessibility Policy**

Huyton with Roby C.E. (Aided) Primary School strives to ensure that the culture and Christian ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

### **Disability**

We define disability as; 'a person who has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities.'

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

We recognise our duty equality Act 2010 not to discriminate against disabled pupils in their admissions and exclusions, education and associated services. School must not treat disabled pupils less favourably; and take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

Huyton with Roby C.E. (Aided) Primary School aims to improve the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services. We aim to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, adapted toilets and washing facilities, adjustable lighting, blinds and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as writing slopes and specialist pens and pencils.

In maintained schools the provision of a special piece of equipment or extra assistance will be made through the SEN framework or general school planning. Auxiliary aids and services provided through the L.A. SEN route and those provided are normally related to the individual, whereas the general school planning duty relates to the provision of aids or services for the current wider school community and indeed plans for the future school community. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEN but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

Improve opportunities for disabled pupils to participate in schools' curriculum. This will help pupils to improve their access to a full, broad and balanced curriculum. Governors should ensure that teaching and learning is accessible throughout the school by careful trained support staff deployment and sensitive timetabling arrangements. Governors expect staff to plan in order to enable disabled pupils to access all relevant subjects by making sensitive adjustments which promote curriculum access and meet individual needs via the SEN framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual pupils.

The school has to ensure that written information given to pupils are provided in alternative formats if necessary such as, braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should be made available within a reasonable time frame and also take account of the pupils' disabilities and pupils'/ parents' preferred formats.

## **Aims**

Governors and staff of Huyton with Roby C.E. (Aided) Primary School aim to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this include:

- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities including school trips and excursions so that pupils with disabilities can participate
- setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities
- raising awareness of disability amongst school staff (teaching and support staff) through the school's performance management programme.
- providing written information for pupils with disabilities in a form which is user friendly.
- using language which does not offend in all its literature and make staff and pupils aware of the importance of language.
- examining our library and reading books to ensure that there are examples of positive images of disabled people

## **Actions to ensure equality for pupils with disabilities**

- The governors and staff will improve disabled access wherever practicable.
- The governors will ensure that improvements are made to buildings and access, to ensure that a person with a disability is not limited by the school's infrastructure.
- The Governing Body will report on developments to improve the infrastructure and accessibility within reports from the Governors Buildings Sub Committee.

## **Monitoring**

The governors and staff recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

We will monitor:

- Admissions
- Attainment
- Attendance
- Exclusions
- Selection & recruitment of staff
- Governing body representation

## Accessibility Plan

Targets	Strategies	Outcome	Timeframe
<b>Equality and Inclusion</b>			
To ensure that the accessibility plan becomes an agenda item at committee meeting.	Clerk to governors to add to list for committee agenda items.	Adherence to legislation.	Annually
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community awareness of disability issues.	Ongoing.
To ensure all policies consider the implications of disability awareness.	Consider during policy review process.	Policies to reflect current legislation.	Ongoing.
To ensure children / staff recovering from serious medical conditions or with particular conditions have minimal risk of contracting infections.	Parents to be reminded of need to inform school about infections which may cause complications.	Infection minimised.	Ongoing
<b>Physical Environment</b>			
To ensure where possible the school buildings and grounds are accessible for all children and adults and continue to improve access as necessary.	Audit of accessibility of school building and grounds. Suggest actions and implement as budget allows.	Modification will be made to the school building as required to improve access.	Ongoing
<b>Curriculum</b>			
To keep staff training with regard to SEND up to date and relevant to needs in school.	SENCO to review the needs of children and provide for training for staff as needed.	Staff enable children to access the curriculum appropriately.	Ongoing
To ensure that all children are able to access out of school clubs or visits.	Review out of school provision to ensure compliance with legislation/	All providers of out of school education will comply with legislation to ensure that the needs of the children are met.	Ongoing
To provide	Assess the needs	Children will	Reviewed half

specialist equipment to promote participation in learning by all pupils.	of the children in each class and provide equipment as necessary e.g. Pencil grips, wedges, headphones etc.	develop independent learning skills.	termly by SENCO.
To meet the needs of individuals during statutory testing times.	Children will be assessed in accordance with regular classroom practice, and additional time or use of equipment will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually
<b>Written / Other Information</b>			
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As required.
To ensure that parents who are unable to attend school, because of a disability and access parents' evenings.	Staff to hold parents evening conversations by phone or send home written information.	Parents are informed of children's progress.	Termly