



Introduction

Since September 2002 the Governing Body has had three key duties towards pupils with disabilities, under Part 4 of the DDA:

- Not to treat pupils with disabilities less favourably for a reason related to their disability;
- To make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage;
- To plan to increase access for pupils with disabilities.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

Linked Policies

- Health and safety
- Premises management
- Disability / Equality
- Complaints
- Educational Visits

Aims

This plan sets out the proposals of the Governing Body to increase access to education in the three areas required by the planning duties in the DDA:

- Increasing the extent to which pupils with disabilities can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
- Improving the delivery to pupils with disabilities of information which is provided in writing to pupils who are not disabled.

Legal Framework

- The SEN and Disability Act 2001 extends the Disability Discrimination Act 1995 (DDA) to cover education

Statement of Policy

1. Starting points

A. The purpose and direction of the school's plan: vision and values.

School Aims

At Kelsey Primary School we strive to provide high quality teaching and learning within a caring environment. We value diversity, promote equality and celebrate achievement. We aim to develop the whole child, working in partnership with parents, families, carers and the wider community. Our intention is to enable each child to achieve their full potential within a safe and secure learning community.

We are working to provide:

- high quality teaching and learning
- an environment which is safe, secure, caring and stimulating
- a time to listen, to be heard, to reflect
- a celebration of doing well

We encourage:

- high standards
- feeling good about ourselves
- an understanding of others
- working and playing together
- a sense of joy in learning

We want our school leavers to take with them:

- pride in their achievements
- an interest in learning
- growing independence
- growing confidence
- special memories of Kelsey

So that they can take their place as caring, responsible individuals, trusted, valued and loved in the community in which they live.

We are inclusive in all areas of school life, e.g. school council, after school clubs and extracurricular activities.

All children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. All teachers take account of the inclusion statement in the current National Curriculum.

1. Setting suitable learning targets
2. Responding to pupils diverse learning needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Accessibility Policy – Kelsey Primary School

The school has set the following priorities for the development of the vision and values that inform the plan.

- **To disseminate the Accessibility Plan to all staff**
- **To keep them up to date with any changes to the plan**
- **To remind them regularly of the plan**

B. Information from pupil data and school audit

Pupils currently in school to whom the plan applies include those with

1. Hearing impairments
2. Behaviour problems
3. Autistic Spectrum Disorders
4. Food allergies
5. Complex needs due to multiple allergies
6. Moderate Learning Difficulties

We are informed of the needs of pupils prior to admission through:

- a. Child health
- b. ISA
- c. Early Years settings
- d. Home visits
- e. Previous schools

Outcomes for all children are monitored through ½ termly tracking and year group profiles.

Children are rewarded for out of school activities by recognition in Achievement Assemblies.

The needs of all children are considered with reference to the Every Child Matters agenda.

In spite of recent adaptations to the school building, which comply with the DDA, the school is not wholly suitable for children or adults using wheelchairs or mobility aids. Space in individual classrooms is the main issue.

We do have disabled toilet facilities.

Where possible, children are included in all areas of school life.

- There are infrequent occasions, e.g. school trips when, for their own safety or that of others they are not able to participate.
- The decision will be made following a risk assessment and possibly a site visit or discussion with the site operators.
- It is very important to liaise with parents / carers at an early stage in the trip / visit planning process.

The school has set the following priorities for the development of information and data to support the school's accessibility plan

- Maintain good links with all “feeder” groups
- Monitor the occasions when we have to turn away pupils
- Continue to monitor attendance
- Monitor any exclusion of pupils from trips etc.
- Any further adaptations to the school to be in line with requirements of the DDA
- Systems that are already in place will be evaluated; e.g., IEPs.
- The SENCO will use the self-evaluation tool “Leading on from Inclusion” to develop a cycle of self-review in line with SEF.

C. Views of those consulted during the development of the plan

The views and aspirations of children and their parents are sought during our inclusive Annual Reviews.

We maintain good links with parents through regular parent consultations and an “open door” policy.

Staff are consulted regularly through staff in service and informally.

The school has set the following priorities in respect of consultation on the plan

- **Continue to consult with all stakeholders**

2. The main priorities in the school's plan

A. Increasing the extent to which pupils with disabilities can participate in the school's curriculum.

Positive images of people and children with disabilities are reinforced.

A termly meeting is held between the S&L Therapist and the SENCO. The SALT department have been involved with others as have Physio and Occupational therapy.

All therapists within the PCT work with children in mainstream settings and can be called on for advice and support.

Promethean boards make many areas of learning more visual.

All children are regularly assessed and have NC levels for speaking and listening.

All staff have high expectations of all children.

Targets have no ceiling; all children “can go for gold”.

Support assistants are deployed according to needs within each class/intervention groups through the use of provision mapping.

The school has set the following priorities for increasing curriculum access

- Using the Excellence and Enjoyment model
- EP to be involved in looking at opportunities to increase the aspirations of all children, following on from earlier work.
- Provision mapping will be used with individuals and groups of pupils and targets to be set in line with class targets, so children with provision maps can be included in whole class lessons at their level.
- Continue to use some wave 3 initiatives in Numeracy and Literacy along with Fresh Start in Literacy to bridge gaps in learning.

Accessibility Policy – Kelsey Primary School

- To continue to look for CPD opportunities to develop the expertise of support staff and teaching staff.

B. Improving the delivery to pupils with disabilities of information that is provided in writing for pupils who are not disabled

- If and when any pupils with severe visual impairment are admitted to the school we will seek further advice and help of the appropriate support services and follow their advice.

3. Making it happen

A. Management, coordination and implementation

The school's plan has been presented to the full Governing Body and approved by them.

Responsibility for implementing the plan lies with the Governing body.

- The school has set the following priorities for the management, coordination and implementation of the plan:
- It will be reviewed annually and revised, when necessary, by the Resources Committee with advice and guidance from the Governor responsible for SEN and the SENCO.
- Resources and funding will be sought from appropriate sources as and when necessary.

Policy Information:

Date adopted by the governing body:

December 2013

Policy Written by:

Magnus Smedley (Headteacher)

Policy Review Date:

December 2018

Signed:

Chair of governors:

Headteacher:
