



Goldthorn Park Primary School

Policy For Accessibility

Originator of Policy: Miss Arshad

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Accessibility Policy

Goldthorn Park 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 effect 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.

Goldthorn Park 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, widened doorways, adapted toilets and washing facilities, adjustable lighting and blinds.

Physical aids to access education cover things such as ICT equipment 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 Goldthorn Park 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