

Abbots Farm Junior School



ACCESSIBILITY POLICY 2014

Rationale

The School has a duty to ensure:

- Disabled pupils can fully participate in the school curriculum
- The physical environment of the school supports and increases the extent to which disabled pupils are able to take advantage of all school services
- That physical and learning environments can be reasonably accessed by disabled pupils to meet their needs

An Accessibility Policy is in place to ensure that school :

- makes every child feel welcome
- values all pupils equally
- has high expectations of all pupils
- removes all barriers to learning and participation

Governing Body/SLT Responsibilities:

- The physical environment of the school is monitored by the Resources Committee to ensure that all reasonable adjustments are being made to this end.
- An accessible curriculum is monitored by the Performance and Standards Committee, who liaise with the SENCO and the Headteacher.
- Staff training and awareness is monitored by the HeadTeacher.
- The governing body is responsible for ensuring that Performance and Standards & Resources Committees' terms of reference are reviewed to reflect these responsibilities and that they are included on committee agendas.

Broad Guidelines

A disabled pupil can be discriminated against on two ways:

1. By less favourable treatment (there are situations where there may be a reason for less favourable treatment.)

2. By the School failing to make a 'reasonable adjustment'. Schools may be guilty of discrimination if they fail to take reasonable steps which lead to disabled pupils and prospective pupils being placed at a 'substantial disadvantage' compared to non-disabled pupils.

Mission Statement:

Our mission is to nurture the development of valued and valuable members of the local and world community. By creating a safe, happy and caring environment in which pupils are challenged to explore, create and make decisions, they can actively participate in and become responsible for their own learning.

At Abbots Farm Junior School we endeavour to provide quality education for every child within a caring, stimulating environment where all members of the school community are valued and encouraged to reach their full potential and experience success. We are committed to develop a common sense of purpose and shared responsibility between children, parents, staff and governors.

At Abbots Farm we aim to:

- Foster confidence and independence in the children within a stimulating, secure and happy environment.
- Provide quality-learning opportunities, which allow the development of the children's full intellectual, physical, spiritual and emotional potential.
- Encourage children to become co-operative and willing members of society, fostering positive social attitudes and being responsible members of, and positive contributors to, the world in which we live.
- Develop in all members of the school community, self-esteem, a sense of mutual respect and sensitivity to the needs of others.
- Recognise and value the contributions that parents, carers, governors and other members of the community can make.
- Support the personal and professional development of all the staff.
- Create an atmosphere where all staff are valued and appreciated.

Inclusion:

Equal provision for all groups of learners is a very important aspect of our school. At Abbots Farm we offer quality first teaching and in addition our regular pupil progress reviews enable us to use our resources to put interventions into place to successfully meet needs of all learners. We have a team of teaching assistants, some of whom provide support within class for children with specific difficulties and some of whom provide support in addition to quality first provision. Some children are identified as needing a little extra support for a limited time. They are included on our provision map. When a child is identified as having a special education need, parents are consulted and an Individual Education Plan (IEP) is drawn up to target their learning.

This is a graduated system driven by need. We aim, through termly pupil progress meetings, to quickly identify and recognise the particular difficulties a child is experiencing. We then develop strategies within the classroom to help the class teacher to plan appropriate support and to identify opportunities for additional time and support.

Children who need additional provision that is different to the provision of the other children in the class are considered as SEN Support and are placed on the SEND register. They are carefully monitored and extra provision is planned for over short periods of time with SMART targets set. These targets are evaluated for their effectiveness and assessed at regular intervals.

Programmes of work are discussed for each child on the SEN register and time set aside to work on their targets. This is overseen by the schools Special Education Needs Co-ordinator whose role it is to liaise with teachers and classroom assistants to provide the time, resources and training necessary, that ensures inclusion in classroom activities.

Current Situation

At this present time, Autumn 2014, Abbots Farm School does not have any Physically Disabled or Hearing Impaired pupils.

In the event of a request from parents or County for a pupil to attend this school we would need to take professional advice to assess their level of difficulty and how access to various parts of the school and therefore involvement to the whole curriculum could be achieved. To assist us in this process we would, of course, work alongside any relevant outside agencies.

Each individual child's needs are of course different and would need to be assessed and the parents consulted prior to enrolment. Any further additional adjustments that are required would need to be completed before the child attends school, including the appointment of suitable support staff. This process would of course be completed in the soonest possible time. We would strive to make all reasonable adjustments to facilitate the needs of each child within the limitations of the buildings and financial constraints.

A suitability study carried out established that our ground level, one-storey school building is suitable for wheelchair access inside the building. We have a disabled toilet in our reception area. Doors throughout the building are wide enough for wheelchair access. Level paths around the building provide easy access for wheelchair users although some entrance / exits are unsuitable and would require adjustments.

Appendix A Identifying Barriers to Access – Curriculum

Question	Yes	No	Action/Comment
Are teachers and support staff receiving training to teach and support disabled pupils?	Yes		Relevant staff receive relevant training. The whole school took part in a recent initiative to make the school 'dyslexia' friendly. School nurse training is provided for any medical needs. Diversity training for all staff attended Jan 2012.
Are classrooms optimally organised for disabled pupils?			Classrooms in the building are of average size and there is very little space for wheelchair movement.
Do lessons provide opportunities for all pupils to achieve?	Yes		Lessons are differentiated for to meet the needs of all.
Are lessons responsive to pupil diversity?	Yes		Diversity workshops held for pupils and the curriculum allows discussion of diversity issues.
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Yes		All lessons have a combination of all different groupings.
Are all pupils encouraged to take part in music, drama and physical activities?	Yes		
Do staff recognise and allow for the mental effort expended by able & disabled pupils, for example using lip reading?	Yes		Staff working with deaf girl all ensure that they make use of hearing aids and microphone for staff.
Do staff allow for the additional time required by some disabled pupils to use equipment in practical work?	Yes		If applicable
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	Yes		If applicable
Is there access to appropriate computer technology for pupils with disabilities?	Yes		If applicable
Are school visits made accessible to all pupils irrespective of attainment or impairment?	Yes		e.g. extra adult taken on residential trip to ensure needs of diabetic child are met
Are there high expectations of all pupils and do all staff seek to remove all barriers?	Yes		
Do staff seek to remove all barriers to learning and participation?	Yes		
Are after-school activities accessible to all pupils?	Yes		Any pupil can attend an after-school club with parental permission although age and capacity are considered for certain activities as well. There is also a financial consideration for some outside providers.

Appendix B Identifying Barriers to Access - Premises

Question	Yes	No	Action/Comment
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, dining area, library, indoor and outdoor sporting facilities, playgrounds and common rooms allow access for all pupils or members of staff?	Yes		Classrooms in the building are average size and there is very little space for wheelchair movement. Dining room tables, the Music room and the Quad are unsuitable for wheelchair users
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities?		No	Some exits / entrances are unsuitable for wheelchair users at present
Are pathways of travel around the site and parking arrangements safe, routes logical and well signed?	Yes		
Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		No	We do not have a visual component to our alarm
Are non-visual guides used, to assist people to use buildings, ie lifts with tactile buttons?			N/A
Could any of the decor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			Not as far as we are aware – our signage is simple and clear We use Communication in Print symbols around the school
Are areas to which pupils should have access well lit?	Yes		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	Yes		If applicable
Is furniture and equipment selected, adjusted and located appropriately?	Yes		If appropriate
Is the equipment in the disabled toilet properly installed and accessible?	Yes		We would need an outdoor lock if a disabled child attended our school.
Do staff have access to training?	Yes		
Do policies reflect the school's aims?	Yes		