

LOW ASH PRIMARY SCHOOL

Accessibility Policy.

Appendix 1

Of:

**Inclusion Policy
(incorporating SEND)**

**Mrs R J Gibson
Inclusion Leader
(incorporating the role of SENCO)**

January 2016

Introduction:

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Equality Act 2010 aims to protect disabled people in all areas of life including education. This policy will be reviewed to incorporate changes brought in by the Children's and Family's Act (Sept 2014) and the New SEN Code of Practice (Sept 2014) in Autumn 2014.

It is unlawful for a school to treat disabled people unfavourably.

Under the 2001 Act, a person has a disability if they have a physical or mental impairment which has a substantial or long term adverse effect on their ability to perform normal every day-to-day activities. Unfavourable treatment could include: direct discrimination; indirect discrimination; discrimination arising from a disability and harassment.

In addition, the SEN Code of Practice (2001) gives guidance on how to identify and assess children with Special Educational Needs (See the Inclusion policy for identification procedures).

This Policy is to be read with the Inclusion Policy and the Equal-Opportunities Policy. It is part of our overall provision and care for children and adults at Low Ash Primary School.

Rational:

At Low Ash Primary School we believe that every pupil with additional needs, special educational needs and/or a disability has an entitlement to fulfil his or her maximum potential. We recognise the importance of providing effective learning opportunities for all pupils through setting suitable learning challenges, responding to pupils' diverse needs and through overcoming barriers to learning.

Provision:

Admissions:

Low Ash Primary School is committed to providing all children every opportunity to achieve their potential in every aspect of school life. When a request is received from parents or the local Authority for a pupil to attend the school, professional advice from Support Services and other relevant professionals will be sought when necessary, to enable an informed assessment of the individual's needs and how the setting is to meet these needs. This will include access to the various parts of the school and the

requirements of the National Curriculum. Parents and carers of children with disabilities will be consulted and all possible actions will be taken to remove potential obstacles to learning. These obstacles could include physical, sensory, or learning environment issues within the school.

See Admissions Policy:

Setting:

Low Ash comprises of a main single story building with a variety of entry points. There are steps between levels but all levels can be accessed by a sloping ramp via an entry point. There are a number of specific disabled toilet facilities and a shower area. The car-park has disabled parking and disabled entry into the playground.

Educational Provision:

The staff at Low Ash Primary School value pupils of different abilities. The National Curriculum will be implemented to meet the needs of individuals and groups of children by:

- Modifying access strategies; providing Quality First Teaching; differentiated tasks; responding to children's diverse learning needs through a variety of teaching styles, modified learning objectives and outcomes,
- overcoming potential barriers to learning by accessing adult support, intervention programmes, use of ICT, use of supportive visual and physical aids as appropriate
- written information to be presented in different formats (visual timetables, different fonts, font sizes and formats, use of coloured overlays and flip-charts) to make it accessible
- recording to be presented in different formats (writing tools, ICT, use of scribes)
- setting suitable learning challenges through individual provision - IEPs (Individual Educational Plans) or group provision
- ensuring individuals are able to access other curricular opportunities in addition to or outside the National Curriculum such as: school trips, special events, sports days
- monitoring progress by relevant professionals: Class Teachers, Inclusion Leader, outside agencies, Literacy and Numeracy Coordinators, the Head Teacher
- use monitoring to inform future planning of provision

- accessing support advice, translation services and Braille support if appropriate
- appropriate exit strategies will be put in place through a PEEP (Personal Emergency Evacuation Plan) and reviewed annually if a child is unable to exit school independently

Responsibility:

It is the responsibility of the Inclusion Leader and SLT to ensure appropriate provision is maintained for children with SEND at Low Ash Primary School. The Governing Body will ratify this Accessibility Policy, in conjunction with the Inclusion Policy, annually and support the Inclusion Leader and SLT in their responsibilities.

This Accessibility Policy will be:

- reviewed annually by the Governing Body and Head Teacher
- incorporated into Health and Safety provision at Low Ash
- shared with all members of staff
- available from the School Office
- available on the school website alongside the Inclusion Policy.

Ratified by the Full Governing Body: Date: 20.01.16

Signed: Chair of Governors

To Be Reviewed: January 2017

Reviewed and updated: January 2016