



Growing at Meadowside Primary School

Accessibility Policy

September 2018-19

Philosophy

At Meadowside Primary School the spiritual, social, moral and cultural development of all our children and being safe is paramount. We believe that the most important function of the school is to maintain an environment in which every member of the school is able to achieve success and self-fulfilment. There must be a total consistency of expectation that everyone (irrespective of gender, race or culture) should feel safe and secure, have empathy for all others, and place a high value upon individual achievement and personal development.

Meadowside Primary School ethos in relation to Accessibility and Disability.

Introduction

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

1.2 The Disability Discrimination Act (DDA) of 1995 aims to end discrimination against people with disabilities and to improve access in all areas of life. Since 2002, it has been unlawful for schools and Local Education Authorities to discriminate against pupils with disabilities in admissions and exclusions, in education, and in associated services.

1.3 From 1st October 2004, it became unlawful to discriminate against people with disabilities by preventing them from having access to premises. Along with all other public buildings, our school is required to make 'reasonable adjustments' to enable access.

1.4 At Meadowside Primary School, we recognise that the Disability Discrimination Act 1995 places the following duties upon us:

- To not treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to make reasonable adjustments to the school buildings so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

1.5 .The planning duties of the DDA makes three requirements of the Governing body:

- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services .
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the General Purposes Committee of the board of governors. The plan within this policy sets out the Governors' proposals for increasing access to education for disabled pupils.

1.6 Our Accessibility Plan details the changes required to our buildings and to other aspects of our school, so that we fulfil our legal requirements, and remove barriers to inclusion for all pupils and staff with disabilities.

2. What is disability?

2.1 The Disability and Discrimination Act states that 'a person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities'.

2.2 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.

2.3 Disability is not the same as special educational needs; not all children who are defined as having a disability have special educational needs, and vice versa.

3. Aims and objectives

3.1 Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our children, and this of course includes pupils with disabilities.

3.2 We will ensure that pupils with disabilities have the same opportunities as non-disabled pupils to benefit from the education our school provides.

3.3 We will not treat a pupil with a disability less favourably than others because of the nature of his/her disability.

3.4 We will make all reasonable adjustments to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage.

3.5 We will do our best to anticipate the needs of a pupil or staff member with disabilities before s/he joins the school.

4 Removing barriers

4.1 The school must make reasonable adjustments to ensure that pupils and members of staff and of the public are not disadvantaged.

4.2 Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a child suffers from hearing loss, the teacher will always try and face the child when addressing the class, or, in severe cases, the teacher may wear a microphone and transmitter.

5 The Physical Environment

5.1 We will endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school, within the limits of the resources available. Where necessary, we will try to improve the following:

- Access to the school by installing ramps and handrails.
- Movement around the building, e.g. by adaptations, such as improved colour schemes, for people with impaired sight.
- Accommodation within the building, by providing toilets for disabled pupils, soundproofing for pupils with impaired hearing, and medical rooms.
- Information and communication technology, by selecting appropriate hardware and software.
- Signage, by putting it in clear print.

6 The curriculum

6.1 We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part in sport, music and drama. We plan our out-of-school activities and school trips in such a way that pupils with disabilities can participate.

6.2 We use language that does not offend, and we make staff and pupils aware of the importance of language.

6.3. The school regularly reviews the way in which resources are matched to the needs of all the children. If necessary, to improve our provision, adjustments will be made to classroom organisation, the deployment of support staff, timetabling and staff training.

6.4 Many of the adjustments we make are dependent upon individual needs, and we are moving towards more individualised approaches through one page Pupil Profiles and Provision Maps.

6.5 We seek to respond to guidance from the parents and children. Also we welcome the advice from external agencies such as Specialist Teachers, Physiotherapists and Occupational Health.

7. Information

7.1 Information normally provided in writing (lesson content, texts, library resources and information about school events) will be made available in alternative formats that are clear and user friendly if required. This may be in the format of Braille or large print. Alternatively it may be transmitted orally or through lip-speaking or sign language.

Safeguarding:

At Meadowside Primary School, safeguarding and child protection is paramount and we are fully committed to ensuring the welfare and safety of all our children. We believe that students have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems. If any behaviour is a concern in relation to safeguarding Meadowside procedures and processes will be followed at all times in accordance with the Safeguarding and Child Protection Policy.

Any concerns will be referred to the Child Protection Safeguarding Officers; Head teacher, Josie Garnham (Designated Safeguarding Lead), Pastoral and Family Lead, Sarah Hammond (Deputy Designated Safeguarding Lead) Deputy head teacher, Mia Lewis and Assistant head teachers Fiona Hoskins and Donna Astley.