



# Skidby CE Primary School

## Accessibility Policy

### 1. INTRODUCTION.

Skidby CE Primary School understands the importance of creating an accessibility policy which endeavours to meet the needs of all children who come to our school. Our plan tries to identify how we can make improvements to:

- (a) increase the extent to which disabled pupils can participate in the school curriculum.
- (b) the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services.
- (c) the delivery to disabled pupils of written information which is provided to pupils who are not disabled.

### 2. DEFINITION OF DISABILITY

We understand that in this context disability is understood by these terms,

- 2.1 The Disability Discrimination Act 1995 (DDA) uses a broad definition of "disability". A person has a disability if he or she 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.
- 2.2 Physical impairments can include sensory impairments (such as those effecting sight and hearing) and mental impairments include learning difficulties and mental illness (if it is recognised by a respected body of medical opinion).
- 2.3 An impairment is seen to affect normal day to day activities if it affects one or more of the following:

Mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing, eyesight, memory, ability to concentrate, learn or understand, and perception of physical danger.

### 3. School Aims:

**The main aims of our school are:**

1. To foster self-confidence, self-esteem and eagerness to learn, while giving children a degree of choice, responsibility and independence appropriate to the child.
2. To ensure a happy and secure transition from home to school.
3. To ensure that the curriculum is broad and balanced to meet the needs of all the children, especially those who will be 4 years old when they enter school.

4. To allow each child access to a curriculum which is based on the requirements of the National Curriculum and Early Learning Goals, and also promotes their social, emotional, mental and physical development.

To ensure that the environment is happy and motivating, and that the school is an exciting place in which to learn.

#### **4. Increased Access to the Curriculum**

To engage all children with full access to the curriculum the school undertakes a wide range of strategies to enable full access for all. These include:

- (i) Understanding the best interest of each and every child  
A carefully balanced approach is required with an emphasis on the needs of each child and the systematic development of more individualised approaches to education.
- (ii) Early intervention  
Early identification and early intervention are essential to overcome barriers to access to learning.
- (iii) The views of the child  
Children must be heard and take part in decisions about their education.
- (iv) Working with parents

Everyone involved with the child must work together, including parents, schools, other statutory and voluntary agencies.

#### **5. Related Provision for children with Special Needs (SEN)**

The majority of these strategies are undertaken by the Schools SENCO , under the schools policy for SEN provision and with support from teachers and the Headteacher, time and resources are also now in place to enable these 4 key points to be undertaken. (Dec 03)

Success criteria have been identified and can now be said to be entrenched in school practice and policy. These can be summarised as follows: Individual Education Plans (IEPs) being used by teachers to meet pupils' learning needs, pupils meeting the targets set in IEPs, and new targets based on careful review. Also Active and effective involvement of parents in partnership to identify and meet the special educational needs of their children. This is particularly evident in the setting and reviewing of Targets and for individual children their IEPs. Throughout the academic year, the school has undertaken a review of its SEN policy and now considers that it meets its responsibilities in this area of access to the curriculum.

#### **6. Increased access to the Physical Environment.**

Whilst the school has undertaken a review of its physical environment with the help and guidance of the LEA Health and Safety (H&S) officer, the school at the current time has difficulty providing full access to all areas. Discussions with LEA architects and building surveyors has led to the agreed access points for people with Wheel chair disability. However this access fails to provide full access to the complete school. Further discussions (Nov 03) have taken place which might enable full access in the next round of building works might be achieved for the school.

However full access to the remaining school is now in place. A plan for wheelchair access is displayed on the main boards and disabled facilities are in place in the main school and mobile classroom areas.

## **7. Increased Access to information.**

Access to information was identified in the SIP (School Improvement Plan) and many of the items identified are now in place.

- Open Mornings and access to classrooms when normal school is underway.
- More established links with the Beehive Village magazine have been established.
- Links with the church have been continued and are now well established.
- Links with additional Church groups are being proposed.
- Links with parents through open evenings are underway and policy and practise are under review.
- Newsletters for parents are written and sent home with each child and a reference copy is displayed for all to see in the school entrance way.
- School individual diaries have been introduced to all children and will be available for. These will allow greater communication for children, their parents and teachers.
- The school website (although constructed) is also under review.

A school policy for an "Open Door" for consultation is evident and is encouraged by all members of the school.

The school abides by the latest data protection requirements and secures all confidential and personal information in locked storage units. The school follows the latest freedom of information policies as instructed by the LEA

## **8. Facilities to assist access for children with disabilities.**

- Access ramp and wheelchair access at the front of the school.
- Chair lift within the school to move between to the two school levels.
- Doors which open, throughout the school to accommodate children in wheelchairs.
- Access ramps at the rear of the school for entrance and exit to the school teaching areas.
- Disabled toilet facilities in the centre of the school with private accessibility.

## **9. Governor policy on pupils with Special Needs.**

The Governors policy on pupils with special needs is matched by the schools SEN policy which is available from the school at any time.