



# Skidby Church of England Primary School

## Accessibility Policy

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### Policy Statement

**Our School Vision: A Christian school in a small community, making a big difference.**

Thessalonians Chapter Five tells us; “*Encourage one another and build one another up*”

### Our School Values

There are many Christian values, but our school vision is underpinned by our core values:

- developing **Respect** for all,
- creating **Resilience** in the face of new and challenging circumstances and
- taking **Responsibility** for our thoughts and actions.

## 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 into our school. Whilst working within our Christians Values of Respect, Responsibility and Resilience, our plan tries to identify how we can make improvement to:

- Increase the extent to which disabled pupils can participate in the school curriculum.
- The physical environment of our school to increase the extent to which disabled pupils can take advantage of education and associated services.
- The delivery to disabled pupils of written information which is provided to pupils who are not disabled.

## 2. Definition of Disabled

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 affecting sight and hearing) and mental impairments including learning difficulties and mental illness (if it 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, eye sight, memory, ability to concentrate, learn or understand and perception of physical danger.

### 3. School Aims

Working through our Christian Values of Respect, Resilience and Responsibility, the main aims of the school are:

1. To encourage children to be **resilient** and **respectful** learners who take **responsibility** for their own learning.
2. To foster self-confidence, self-esteem and eagerness to learn, whilst giving children a degree of choice and independence appropriate to the age and stage of the child.
3. To ensure that the curriculum is broad and balanced to meet the needs of all children, especially those who will be four years old when they enter school and those with additional needs.
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.
5. To ensure a happy and secure transition from home to school.
6. To promote a happy and motivating environment where children are actively encouraged to **'Encourage one another and build one another up.'**  
(Thessalonians Chapter 5)

### 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:

- 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 approach to education, allowing the children to take **responsibility** for their own learning.
- Early intervention – early identification and intervention are essential to overcoming barriers and access to learning and also developing **resilient** children.
- The views of the child – children must be heard and take part in discussions about their education, encouraging them to develop a **responsible** and **resilient** approach towards their learning.
- Working with parents – a mutually **respectful** partnership between home and school needs to be forged in order to support the effective learning of each child.

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

### 5. Related provisions for children with Special Educational Needs (SEN)

The majority of these strategies are undertaken by Skidby School's SENCO, under the school's policy for SEN provision and with support from teachers and headteacher, time and resources are in place for the aims of this Accessibility Policy to be achieved for all children, including those with SEN.

Success criteria have been identified and are embedded in school practise and policy. These are as follows:

- Termly Support Plans set small, achievable individual targets for pupils with SEN.
- Regular review of Termly Support Plans assess the progress pupils have made towards meeting their individual targets and new targets can be set based on the child's needs.
- Parents are actively involved in the setting of and reviewing of Termly Support Plans.

- Children are actively involved in the setting of and reviewing of Termly Support Plan targets, providing further opportunities for them to take **responsibility** for their own learning and demonstrate **resilience** in working towards their individual targets.

## 6. Facilities to assist access for children and adults with physical disabilities

- Access ramp and wheelchair access at the front of the school
- Chair lift within the school to move between the two school floor 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

## 7. Access to Information

Skidby Primary School operates an 'open door' policy in which parents should feel comfortable to raise concerns or ask for more information regarding their child's progress in school.

### Data Protection

Skidby CE Primary School abides by the latest data protection requirements and secures all confidential and personal information in locked storage containers. The school follows the latest freedom of information policies as instructed by the LA. All staff and governors undertake regular training and updates on Data Protection to ensure they are kept up to date on the latest procedures. Parents can request access to all data about their child held by the school and the school has a legal duty to comply with the requirements of such a request.

The school communicates with parents in a variety of ways:

- The school website <https://skidbyprimaryschool.org.uk> which also has a twitter feed and provides much information to parents about all aspects of the school, its curriculum, policies and achievements.
- Marvellous Me text messaging service is used to send messages to all parents and it can also be used to give personalised feedback for individual children.
- Email – the teacher's email addresses have been given out to parents and they are encouraged to use this as a means of communication. Staff send out general messages to the class to inform them of upcoming topics, homework or as a general 'catch up.' The office also uses this form of communication to send out information about Morning and After School Clubs as well as lunch menus etc.
- Newsletters/letters – these are sent via email, although hard copies are available on request. This is the main form of communication used by the headteacher to inform the whole school on forthcoming events, trips, reminders and points for celebration.
- Microsoft Teams – this was used to deliver lessons during the covid pandemic when the majority of pupils were being educated at home. It was also used to assign and submit follow-up work with feedback being given from the teachers to each pupil.
- Telephone consultations have taken place for parent's evening with a move now being made towards either a telephone or in-person appointment. Parent's Evenings take place twice a year and are an opportunity for teachers and parents to discuss the children's academic progress and any other issues within school.
- Home/School Diaries are used to record reading done at home and school. The entries are also used to identify pupils who are reading regularly at home so praise can be given. Older children have spelling logs.
- Certificates are used to effectively communicate children's achievements, giving them recognition or being awarded Dojo Points, reading regularly to an adult at home

or demonstrating one of the school's Christian Values: **Respect, Resilience and Responsibility.**

**Date adopted by the governing body:** \_\_\_\_\_

**Signed:**

**Chair of governors:** \_\_\_\_\_

**Headteacher:** \_\_\_\_\_

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