



Even Swindon Primary School Accessibility Policy and Plan 2021 - 2024

Adopted - March 2021

Review – March 2024

The Accessibility policy and plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

THE SCHOOL CONTEXT

We currently have 108 children who are on the SEN register, some of whom will be registered as disabled. Children without SEN may be registered as disabled if the below definition is relevant to them.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities.

OUR COMMITMENT TO INCLUSION

At Even Swindon Primary School our values reflect our commitment to a school where there are high expectations of everyone. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our vision:

Even Swindon Primary is a school where children feel safe within a happy stimulating and attractive environment in which each child is encouraged to enjoy learning and develop a lively and enquiring mind. Our vision is 'Believe, Achieve, Inspire'.

- We believe in the development and well-being of every member of our school community.

- We achieve by developing confident, independent, and resilient learners with high aspirations.
- We inspire all learners through an experience rich, relevant curriculum

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.

- The school's desire is to enrich the lives of all our students by pursuing an inclusive policy towards all students which reflects the diversity of our community and our school values. In addition to this, the school places equal importance on ensuring that no student's education and progress is impaired by the disability of another student.
- In order to facilitate the needs of SEN children entering school, the head teacher and SENCO liaises with pertinent outside agencies, parents and previous educational providers to ensure that the children's needs can be addressed on admission.
- The school ensures that money allocated through the SENRAP system for SEN children is used solely for their benefit, to provide resources and support. There are on-going systems within the school to identify pupils who may need extra support. Through liaising with outside agencies the authority is asked for suitable financial support for those pupils.

AIMS: -

- Our school is non-discriminatory towards disabled students and endeavors to provide equal access and opportunity to the curriculum.
- Equally value and encourage all children.
- Foster positive attitudes towards disability within our community.

To achieve our aims, the school has produced this Accessibility Policy and plan relating to the key aspects of **physical environment, curriculum and written information**.

The school community will: -

1. Review the school's Accessibility Policy and Plan at least every three years.
2. Make recommendations with a view to improving the accessibility of its education to students or prospective students with disabilities by means of reasonable adjustments.

ADMISSION TO THE SCHOOL

- The school follows the LA guidelines for admittance for all pupils. This may include admitting over and above recommended class sizes in relation to admittance of children with an EHCP.
- The school will endeavor to educate and develop the prospective student to the best of his/her potential and in line with the general standards achieved by the student's peers.
- The school policy is to apply these criteria to all students and potential students, regardless of any disability of which it is made aware by parents or outside agencies. The school has a legal obligation to make reasonable adjustments to enable disabled students not to be disadvantaged because of their disability.

PHYSICAL ACCESS

- Ramps are in place to ensure easy access to the School buildings for all pupils and handrails are fitted where appropriate
- A lift is present to provide access to the second floor for adults and children alike

EDUCATION

- Staff will continue to be made aware of students with Disability or Special Educational Needs by the SENCO.
- Staff will continue to be made aware of strategies to make "reasonable adjustments" within the classroom so as not to place disabled students at a substantial disadvantage in accessing the curriculum.
- Staff will need to adapt their teaching to the learning patterns of all the students according to their abilities and needs. Such differentiation should be reflected in planning and individual group plans if necessary.
- The implementation of reasonable adjustments to classroom management, teaching and expectations, should not prejudice the progress of other students, nor their Health and Safety.
- The school provides auxiliary support such as a classroom assistant, or auxiliary aids e.g. laptops.
- The school ensures that disabled children have their full entitlement to outside visits. This will be reflected in adaptations to travel plans, risk assessments, pupil to adult ratios, and notification to place of visit and pre-visit to site if appropriate.
- Children requiring specific work to improve their mobility and fine motor skills will have access to additional gross/fine motor skills sessions.
- The SENCO will ensure that disabled children have access to suitable furniture, classroom adaptations, aids and resources (lap-tops, seats, pens, scissors etc).
- In assessing any student the school may take such advice and require such assessments e.g., Advice from advisory teachers or Educational Psychologist's report and recommendations as it regards as appropriate.
- The school follows DFE guidelines and procedures to enable all children with disabilities to have equal access to national assessments for example SATs.
- Children/staff have access to outside agencies that will support and advise them on a regular basis.

SPORTING AND RECREATIONAL ACTIVITIES

- The school will continue to provide equal access to all school activities for disabled students, within the constraints of the physical nature of the site and the Health and Safety implications. Where an activity is inappropriate due to a child's disability, alternative activities will be provided.

- Individual Risk Assessment will be provided for disabled students engaged in school trips or visits.
- Provisions will be made for children unable to participate in activities such as playtime, as a result of weather or illness. Generally all children are encouraged to take part in all aspects of school life.

WELFARE AWARENESS

- Staff and students are to be made aware of disability and understand its effects and accept and support disabled students as part of School life.
- Appropriate staff Inset will be provided on a regular basis to enhance understanding of disability, the need for making reasonable adjustments in compliance with our legal duties and to improve our educational provision.
- The school's Equal Opportunities Policy, Anti-Bullying Policy, Codes of Behaviour, Student and Staff handbooks will be updated to reflect inclusiveness and the difficulties faced by disabled students, thereby improve understanding and integration.
- The school will agree with parents, appropriate regular means of communication with regard to the student's progress, behavioural issues and the effects of any medication.

Target	Strategy	Outcome	Timeframe	Achievement
Improving the curriculum access				
Classrooms are organised to promote the participation and independence of all pupils.	Environment checklist is used to ensure classrooms have access to a range of resources to support their learning.	Classrooms are set up to accommodate the needs of the children. Resources are accessible and clearly labelled and children understand how to use them.	On – going	All pupils have access to the national curriculum and are supported with appropriate resources.
Ensure teaching and activities are differentiated to meet the needs of all pupils.	Whole school training to support staff in providing a range of challenging activities for all pupils in relation to focus of the learning.	Children make progress in their lessons, they understand the focus of the learning and where appropriate choose a task to help them remember, understand, apply, create, analyse or evaluate.	On –going	Pupils have the opportunity to choose an activity that they feel meets their individual learning needs.

Ensure appropriate training for staff who teach children with a hearing or visual impairment	Liaise with hearing and visual impaired service. Advisory teacher for the deaf and for visually impaired students continue to visit school to work with pupils and offer support and guidance to staff.	All staff have clear understanding of the needs of hearing impaired or visually impaired children and how to ensure the curriculum is fully accessible to them.	Ongoing, involvement and training as appropriate	Children with a visual or Hearing impairment are successfully included in all aspects of school life.
Training for staff to support children with ASD, and other specific learning difficulties.	Outreach provision from external agencies Whole staff training and more specific training for relevant staff as required.	All staff are familiar with a range of basic strategies to support children with specific needs. Staff know who they can go to for further support and advice.	On-going	Children with ASD, or Specific difficulties with literacy or numeracy are included in all aspects of school life.
Ensure all children on the SEN register have individual structured conversation IEP and that provision is reviewed using the provision map.	Teachers review individual IEPs three times a year with parents. Support and progress is also reviewed termly at pupil progress meetings. Interventions and specific support is monitored through the school provision map software.	Provision is up to date, monitored and evaluated to inform future planning	Termly at pupil progress meetings and three times a year with parents during structured conversations.	Individual plans and intervention groups support the individual needs of SEN pupils.
Review TA deployment as needed to enable pupils to be appropriately supported.	Termly - Deputy head, SENCo to review and discuss TA support for individual pupils.	Adult support is available when individual/groups of children need it.	Review annually	Children have access to support.
Improving the delivery of written information				
Availability of written material in alternative formats	School will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	On – going	Delivery of information to pupils and parents/cares improved.

Review documentation on website to check accessibility for parents with English as an additional language.	Review current documentation; promote availability in different formats for those who require it.	All school information available for all. School information is updated regularly	On –going	Delivery of school information is improved.
Physical access				
To be aware of the access needs of disabled children, staff, governors and parents and carers	Ensure nothing is preventing wheelchair access. Check doorways are wide enough for a wheelchair.	Site manager, Health and safety lead to carry out checks and remove any obstructions.	On-going to check access is clear	Access for disabled parents, carers and children is clear and they feel welcome.
Ensure all disabled people can be evacuated safely.	Ensure there is an emergency evacuation plan for all disabled people. Ensure all staff are aware of their responsibilities in an evacuation. Ensure all fire exits are kept clear.	Health and safety lead to ensure fire evacuation plan and policy are up to date.	On-going.	Any pupil or person in school with a disability are safe in the event of a fire. Disabled people in wheel chairs can quickly and easily be evacuated and there is a plan in place for situations when they might be upstairs in the school building.
Provide support and training for staff supporting pupils with specific hearing impairment equipment (cochlea implant, hearing aids)	Advice from Hearing impairment team as appropriate.	SENCo to refer to Hearing impairment advisory team as necessary.	Training as required. Specific staff training with individual staff – Oct 2020	All children using specialist equipment for hearing impairment will have access to the curriculum.
Provide 1:1 support for a child using oxygen who needs an adult to monitor his equipment and carry the oxygen tank. Provide support and training for adults supporting this child.	1:1 support in school at all times Advice from complex care Nursing team – Nicola Lowden Training from Liquiair the company that provide the	Classroom is set up to accommodate the Oxygen tank. All staff have a clear understanding of how to support the pupil to access all aspects of the curriculum	On going Training at the start of every academic year from Liquiair	Through 1:1 support to physically move the oxygen and training on how to check and monitor the equipment, any child on oxygen has

	oxygen. Support from the community Nursing team. Safe area in the classroom to store Oxygen tank.			access to a full curriculum and all learning environments around the school.
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This Accessibility policy and plan will be reviewed every 3 years; it should be read in conjunction with the following school policies, strategies and documentation:

- Special Educational Needs Policy
- Special Educational Needs Information report
- Anti-bullying Policy
- Health and safety policy
- Teaching and learning policy