

# Glasllwch Primary School Accessibility Policy

This policy is a	School Policy using LA / WG guidelines
This policy is	Statutory Document
Key references	TBA
Staff Area / Subject Leader	Chris Jackson
Link Governor	Stephen Morris
Key Personnel in Policy	Head Teacher, ALNCo
Training / Accreditation	N/A
Published / located	GovernorWeb / School, HT office

**Aims of Policy:**

- To outline the policy and provision for accessibility to school including buildings, curriculum and other aspects

Previous review date	March 2016
Review date	February 2017
Next review date	February 2018
Reviewed by	Policy committee

## **ACCESSIBILITY POLICY/PLAN**

The school recognises the duties placed upon it by the SEN and Disability Act 2001 in relation to disabled pupils and prospective pupils. It actively seeks not to treat disabled pupils less favourably and takes reasonable steps to avoid putting them at a substantial disadvantage.

Alterations to the building in 2002 were designed to provide access to all pupils and visitors to the school.

### CURRENT PROVISION

#### **(1) Building Access**

- Ramps are located at a side entrance to one classroom, to the school hall and into upper juniors, lower juniors and the infant department.
- Wider doors, allowing wheelchair access, are located at ramped areas - into year 5 classroom and from yard to school hall and door to exit and enter classroom.
- Toilet facilities for the disabled are located in the main entrance / reception area.
- The colour schemes used have been selected with the needs of the visually impaired in mind, door frames and doors are a darker colour than classroom and corridor walls.

#### **(2) Curricular Provision**

- The school endeavours to ensure that all pupils, including those with disabilities, have access to the full range of curricular activities. In addition to the building adaptation described above:
- The school employs, when required, additional Teaching Assistants (T.A.'s) for children with disabilities.
- There are a number of permanently employed Teaching Assistants who provide support for children with a variety of needs; including speech and language and specific learning difficulties.
- A range of specialist equipment is provided on the advice of external agencies to help disabled pupils to participate in lesson activities.
- Venues for educational visits are carefully chosen to ensure that there is access for disabled pupils, with T.A.'s assigned to accompany them.
- Risk assessments are carried out for each disabled child on their entry to school. These ensure that the child has full access to classroom activities and lessons.

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## (3) **General Provision**

The school endeavours to ensure that all pupils, including those with disabilities, are able to take part in all school activities. In addition to those described above, children with disabilities are always included in activities such as school assembly when wheelchair space, specially adapted chairs, individual support, etc, is provided.

Teachers organise their classrooms to ensure that they are accessible to all. In this way pathways around classroom furniture enable wheelchair access and class floor areas are large enough for children to work on if in plaster casts. Within the school there are a variety of height tables/ chairs that can be used to enable children to work at the required height. The advice of the Occupational Health Service is sought when considering appropriate classroom furniture.

## **Staff training/Development**

The training/development needs of staff are identified and provided for as part of the school's Staff Development Programme. In relation to those staff who work closely with pupils with disabilities, particularly Teaching Assistants, a range of training has been provided over the last few years, including, that in manual handling and First Aid.

In addition, the school works closely with and utilises the specialist services and expertise of external agencies, to help to ensure that disabled pupils are able to access the curriculum, e.g. Visual/Hearing Impairment, Language/Speech Therapy etc.

## **Equality Statement**

### **OUR VISION FOR EQUALITY AND COMMUNITY COHESION**

We seek to remove barriers to learning with imaginative curriculum delivery that will use the best of innovative educational practice and enterprise to transform learning and teaching. We seek to provide an inspirational learning environment based on a personalised style of learning. Learning is at our core and we believe it will broaden horizons, raise aspirations and enhance students' self-confidence as successful learners, both now and in the future. Students will have every opportunity to achieve standards that match their potential and to gain successes as effective lifelong learners. We are committed to equality of opportunity and access for all our learners and to eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equalities Act 2010. We further recognise the 9 protected characteristics as detailed in the Act. We will advance equality of opportunity between all learners and foster good relationships between all our learners and our stakeholders.

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## Appendix 1

### FUTURE DEVELOPMENT PRIORITIES

<b>Target</b>	<b>Timescale</b>	<b>Who</b>	<b>Resources</b>	<b>Co-ordinator</b>
Staff update training in First Aid.	Spring Term 2018	All staff	Health and safety SLA	C.J.
Staff awareness of how to respond to the needs of pupils with a range of disabilities to be increased, e.g. visual/hearing impairment, language/speech therapy, dyslexia, autism, cerebral palsy	2017 - 2018	TA. Specific training according to need. Whole school awareness raising	School Budget	R.C.