

Ellwood Community Primary School

Believe, Achieve, Belong



Accessibility Policy

Date reviewed: September 2023

Next renew date: September 2025

The Equality Act 2010 requires Ellwood Primary School and the Governing body to ensure all staff, pupils and parents are protected from unfair treatment.

The Governing Body has key duties towards disabled pupils:

- not to 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 increase access to education for disabled pupils.

The Purpose of this Plan

This plan shows how Ellwood Primary School intends, over time, to increase the accessibility of our school for disabled pupils and adults in terms of access to the school site and for pupils in terms of access to education.

Aims

We have 3 main aims:

1. To identify and enable disabled pupils to access the school curriculum (this includes teaching and learning and the wider curriculum of the school such as: participation in after-school clubs, leisure and cultural activities or school visits and to ensure they make the best possible progress.
2. Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
3. Improving the delivery of written information to disabled pupils and their families (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

We aim to:

- To ensure that parents are informed of both their child's special needs and progress and that there is effective communication between parents and school.

Contextual Information

Ellwood Community Primary School is mainly, the ground floor on one level, with the staff room on the upper floor. All areas of the school buildings are accessible by wheelchair users, apart from the staffroom on the upper floor (if a staff member was a wheelchair user, we would re-allocate this room to another part of the building).

Improving teaching and learning lies at the heart of the school's work. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exceptions would occur, if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction, to ensure the safety of others and if it was not safe for the pupil to attend, due to trained staff shortages, which would mean a pupil was not able to be kept safe. This however is a rare occurrence.

Current Range of known disabilities

The school currently has a children with a range of disabilities or medical needs; mild hearing impairment, allergies and children needing help with toileting. These needs vary each year depending on the needs of the children. In the past, we have had children with diabetes, feeding difficulties and cerebral palsy for example.

Monitoring the success of the plan:

Governors will be required to discuss the impact of the accessibility plan and identify any revisions as necessary.

Evaluation that may be useful to judge success may include:

- Success in meeting identified targets.
- Changes in physical accessibility of school buildings
- Questionnaires; responses from stakeholders e.g. parents, pupils and staff.
- Improved levels of confidence in staff, in reducing the obstacles to success for pupils with additional needs.
- Monitor that increased numbers of pupils with disabilities are actively participating in all areas of the school and that fewer pupils are being excluded from school opportunities, as their needs are being more effectively addressed through the application of strategies, support and procedures.
- Increased levels of progress achievement for pupils with disabilities.
- Pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included.
- Ofsted inspections identify higher levels of educational inclusion.

Monitoring and Review

The Governing Body will review this policy annually and assess its implementation and effectiveness.

Review: September 2023

By: Mrs Milford

Signed: Mrs Milford

