

Accessibility Policy



Vision and Values

Hallaton CE Primary School has high expectations for disabled pupils and a commitment to pupils' full participation in school activities and community. Our policy is driven by the principles of equal opportunities as outlined in the National Curriculum Inclusion statement. In planning and teaching the Foundation Stage Curriculum and the National Curriculum, teachers ensure they have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for all pupils.

Admission

The school admits children between the ages of 4 and 11. Wherever possible, disability will not prevent a child from being accepted at the school. The school will assess any special arrangements necessary for a disabled pupil on a case by case basis and, provided that such arrangements can be made without causing undue disruption to the normal operation of the school or significant additional cost, the disability will not prevent admission.

In determining what is reasonable the school will have regard to:

- The financial resources available to the school;
- The costs of any particular alteration to the premises, staffing arrangements, or special equipment required;
- The practicality of making reasonable adjustments;
- The extent to which aids and services will be provided by provision paid for outside the school's resources;
- Health & Safety requirements;
- The interests of other pupils.

Parents or guardians of children with disabilities or additional needs are expected to notify the school of them at the point of registration. If these are not known at the time, the school should be notified as soon as they are recognised.

Prior to any visit, parents may be asked to provide copies of any professional reports e.g. Educational Psychologist's report or professional reports from other agencies. Early notification is of great value, as it will enable the school to liaise with parents and/or existing schools to establish what reasonable adjustments can be made.

As part of the Admissions process, staff will meet with parents to discuss whether or not a prospective pupil will be able to access the curriculum and what reasonable adjustments can be made to facilitate this. In determining this, the school may advise additional assessments for further clarification.

If after consultation, the school decides that it cannot discharge its legal and moral responsibilities to educate the prospective pupil and/or its contractual duties to the parent(s), we will be unable to offer a place. If the school is satisfied that with reasonable adjustments the prospective pupil can participate in the school, then, subject to availability, a place will be offered.

Reasonable Adjustment

Reasonable adjustments might include a slight modification to curriculum coverage if requested and as appropriate. Where the school agrees to provide additional services or equipment, parents may be charged for this service at a level which reasonably reflects the cost to the school of providing the service.

The school is also required to make reasonable adjustments to enable wider access for disabled people. Physical disability with the requirement for wheel chair use may result in the alteration of door width to accommodate.

It is possible that during their education a pupil may become disabled or his additional needs may first be identified, or become more serious. Continuing communication between parents and staff is vital for ensuring that reasonable adjustments are made to facilitate the pupil's participation in school, such as the temporary relocation of classroom teaching spaces.

Risk Assessments for trips and visits are prepared on a regular basis and would take account of the particular needs of disabled pupils if required. The school will continue to provide equal access to all school activities for disabled pupils, within the constraints of the physical nature of the site, the budgetary costs, the Health & Safety implications and difficulties of supervision. Individual Risk Assessment and management strategies will be provided for disabled pupils engaged in school trips or visits.

Procedures

Most important of all in the School's Accessibility Policy is the manner with which we receive disabled visitors. People with disabilities are used to the frustrations of life in an able-bodied person's world. It is expected that all members of the school – staff, pupils and governors, will show them consideration, courtesy and a willingness to assist. Common sense and good manners should be sufficient guidance. However, it is important that all members of the school are aware of the various disabled facilities and can give clear directions.

Disabled visitors must be expected at the school at any time, and more often than not, we will receive no prior warning. On these occasions it is important that we are all in a position to assist as may be required.

At other times the school would expect to be advised that a certain visitor is disabled. Indeed, we will hope to encourage this forewarning. In either case the following procedure is to be adopted:

1. Initial warning of visit by disabled person from whichever source passed to Office staff
2. Office staff to notify all other staff members and ensure that preparation is made.
3. Good liaison between Office staff and the teaching staff is essential in ensuring any disabled visitor to the school is efficiently and confidently handled, making the visit more relaxed and giving the school the opportunity to make a good impression.
4. **Fire Precautions.** Pupils and visitors in wheelchairs will be provided with the school's health and safety leaflet so that they are aware of evacuation procedures. Pupils with temporary disabilities (crutches, temporary wheelchair use) should be allocated a 'buddy' to assist them out of the building in an emergency evacuation. All pupils with physical and learning difficulties will be assigned a buddy.

Information from pupil data and school audit

- The school currently has an average of 12% of pupils on the SEND register with varied needs

- The Special Educational Needs of the pupils include a range of language difficulties including speech and language difficulties, dyslexia, dyspraxia, autism, emotional and behavioural difficulties and medical needs such as severe allergies.
- The school has physical access via the garden gate and there are no disabled toilet facilities available and accessible.
- Pathways of travel around the school site are unsuitable for wheelchair users (steps)
- All play areas are fenced off from the car park or are sited to the side and rear of the building away from the car park.
- Emergency and evacuation procedures are accessible to all at present. Alarms are auditory, we would review the provision of a visual alarm should the need arise.
- Due to limitations of space there is not a dedicated SEN room
- Furniture and equipment are selected as standard, age-related as appropriate.
- All pupils are encouraged to take part in the full curriculum.
- Pupils with disabilities are encouraged to participate and are included in all aspects of school life such as dramatic productions, music, PE and class church services.
- School visits, including residential visits, are made accessible to all children irrespective of attainment or impairment.
- Teachers, Learning Support Assistants and teaching assistants attend SEND courses as appropriate to support specific needs. Teachers work closely with LSA/TAs to address pupils' profile and targeted plan and liaise with specialist and support services.
- Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.
- Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Children with visual and specific reading difficulties who have trouble reading or copying from the board are given printed copies of texts, or information is written down for them.
- We have a clear policy on the administration of medicines, with staff trained to administer epi-pens if needed. There is a register of children with medical needs.
- Names of children with specific medical needs or allergies are displayed in the staff room. Information relating to these children is also passed on to lunch-time supervisors and included in registers in order to inform visiting teachers.
- Epi-pens (not currently required) and inhalers are always taken on visits / trips out of school. Staff trained in first aid and the use of epi-pens always accompany trips.
- Parents, pupils, school staff and governors have been consulted in order to write this plan. Comments and recommendations have been taken into account wherever possible and included in our action plan. Through feedback received at parent consultations and IEP reviews we are confident that the school adopts a curriculum to meet the needs of disabled pupils.
- Ongoing monitoring enables us to identify where changes might be needed and adapt accordingly. The review process takes account of the view of the child when planning for their support.

NB For fear of stating the obvious it is worth reminding everyone that when assisting a disabled person, it is important to address your remarks directly to that person and not to defer automatically to any helper.

Reviewed: January 2024

By:

Headteacher – Mrs Claire Stevens

Chair of Governors – Ms A Rutherford