



PRIORS FIELD PRIMARY SCHOOL ACCESSIBILITY POLICY

ref Warwickshire Schools' Access Strategy 2019

WCC Disability Equality statutory duties for schools

Please read in conjunction with Priors Field Accessibility Plan - a statutory responsibility showing how we plan strategically to increase access over time

Rationale

The School has a duty to ensure:

- Disabled pupils and staff can fully participate in the school curriculum - to eliminate discrimination
- The physical environment of the school supports and increases the extent to which disabled pupils and staff are able to take advantage of all school services
- That physical and learning environments can be reasonably accessed by disabled pupils and staff to meet their needs
- To improve the delivery of information to disabled pupils as necessary

An Accessibility Policy is in place to ensure that school:

- makes every child, staff member and visitor feel welcome
- values all pupils and staff members equally
- has high expectations of all pupils
- proactively removes all barriers to learning and participation
- increases school accessibility for all pupils, staff and visitors

Governing Body/SLT Responsibilities:

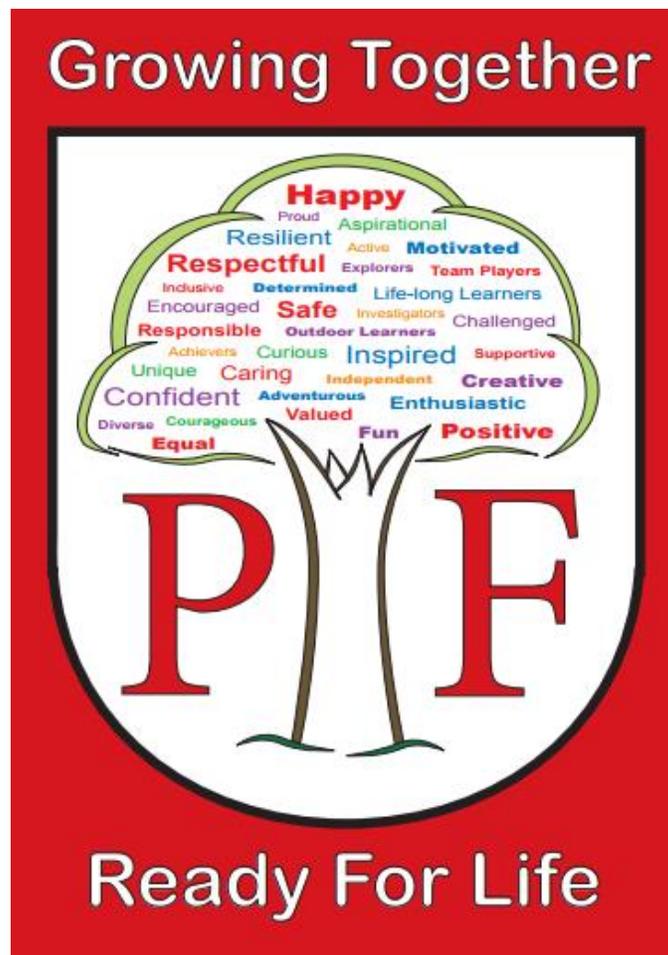
- The physical environment of the school is monitored by the Resources Committee to ensure that all reasonable adjustments are being made to this end.
- An accessible curriculum is monitored by the Performance and Standards Committee, who liaise with the Inclusion Leader and the Headteacher.
- Staff training and awareness is monitored by the HeadTeacher.
- The governing body is responsible for ensuring that Performance and Standards & Resources Committees' terms of reference are reviewed to reflect these responsibilities and that they are included on committee agendas.

Broad Guidelines

A disabled pupil or staff member can be discriminated against on two ways:

1. By less favourable treatment (there are situations where there may be a reason for less favourable treatment i.e. if a reasonable adjustment is not possible, or would not make a difference to the outcome, then less favourable treatment for a reason related to disability can be justified, if the reason for the treatment was material and substantial.)
2. By the School failing to make a 'reasonable adjustment'. Schools may be guilty of discrimination if they fail to take reasonable steps which lead to disabled pupils or staff and prospective pupils or staff being placed at a 'substantial disadvantage' or treated unfavourably compared to non-disabled pupils or staff.

Vision Statement:



At Priors Field Primary School we endeavour to provide quality education for every child within a caring, stimulating environment where all members of the school community are valued and encouraged to reach their full potential and experience success.

We are committed to develop a common sense of purpose and shared responsibility between children, parents, staff and governors.

At Priors Field we aim to:

- Foster confidence and independence in the children within a stimulating, secure and happy environment.
- Provide high quality learning opportunities, which allow the development of the children's full intellectual, physical, spiritual and emotional potential.
- Encourage children to become co-operative and willing members of society, fostering positive social attitudes and being responsible members of, and positive contributors to, the world in which we live.
- Develop in all members of the school community, self-esteem, a sense of mutual respect and sensitivity to the needs of others.
- Recognise and value the contributions that parents, carers, governors and other members of the community can make.
- Support the personal and professional development of all the staff.
- Create an atmosphere where all staff are valued and appreciated.

Learners Inclusion:

Equal provision for all groups of learners is a very important aspect of our school. At Priors Field we offer high quality teaching and in addition our regular pupil progress reviews this enables us to use our resources to put interventions into place to successfully meet needs of all learners. (These interventions are reviewed regularly and the impact measured to ensure the quality of provision)

We have a team of teaching assistants, some of whom provide support within class for children with specific difficulties and some of whom provide support in addition to quality first provision.

Some children are identified as needing a little extra support for a limited time. They are included on our provision map. When a child is identified as having a special education need, parents are consulted and an Additional Needs Plan (ANP) is drawn up to target their learning. This is a tiered system driven by need. We aim to recognise the particular difficulties the child is experiencing and develop strategies, using an ANP, to help the class teacher plan appropriate support and to identify opportunities for additional

time and support. These are shared with parents and with pupils through child friendly target trees. Pupil passports are used at transition times to inform appropriate adults about needs, successful strategies and resources.

Some children may only need a year or two of this type of intervention. Those children are carefully monitored and advised through regular meetings, with outside agencies where necessary. Programmes of work are discussed for each child on the SEN register and time set aside to work on their targets. This is overseen by the schools Special Education Needs & Disabilities Co-ordinator whose role it is to liaise with teachers and classroom assistants to provide the time, resources and training necessary, that ensures inclusion in classroom activities.

Current Situation

At this present time, Summer 2020, Priors Field Primary School does not have any Physically Disabled, Visually Impaired or Hard of Hearing pupils.

In the event of a request from parents or County for a pupil to attend this school we would need to take professional advice to assess their level of need and how access to various parts of the school and therefore involvement to the whole curriculum could be achieved. To assist us in this process we would, of course, work alongside any relevant outside agencies.

Each individual child's needs are of course different and would need to be assessed and the parents consulted prior to enrolment. Any further additional adjustments that are required would need to be completed before the child attends school, including the appointment of suitable support staff. This process would of course be completed in the soonest possible time. We would strive to make all reasonable adjustments to facilitate the needs of each child within the limitations of the buildings and financial constraints.

A suitability study carried out established that our ground level, one-storey school building is suitable for wheelchair access. We have a disabled toilet in our reception area. However at present it is used by male staff and visitors so arrangements would need to be made for pupil access to this facility. This could be done via a safety lock that could be opened from the outside in case of an emergency. Doors throughout the building are wide enough for wheelchair access.

Level paths around the building provide easy access for wheelchair users. There is a clearly marked space for disabled parking in the school car park.

Appendix A Identifying Barriers to Access - Curriculum

Question	Yes	No	Action/Comment
Are teachers and support staff receiving training to teach and support disabled pupils?	Yes		Relevant staff receive relevant training. For example, the whole school have access to information to make the school 'dyslexia' friendly and to understand attachment and sensory needs.
Are classrooms optimally organised for disabled pupils?	Yes		Classrooms in the building are small and in those housing larger furniture for the older children there is very little space for wheelchair movement.
Do lessons provide opportunities for all pupils to achieve?	Yes		Lessons are differentiated for to meet the needs of all. Our vision outlines our inclusive approach.
Are lessons responsive to pupil diversity?	Yes		Our PSHE curriculum and assembly/word of the week activities promote our inclusive approach throughout the year and Diversity week is celebrated annually.
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Yes		Children are actively encouraged to work with everyone in their class at different times.
Are all pupils encouraged to take part in music, drama and physical activities?	Yes		All curriculum and extracurricular activities are promoted and encouraged for all. For example, we have a Music Assemblies throughout the year to celebrate all the children's achievements and talents. We also have a traditional Sports Day and a Sport for All team day.
Do staff recognise and allow for the mental effort expended by able & disabled pupils, for example using lip reading?	Yes		
Do staff allow for the additional time required by some disabled pupils to use equipment in practical work?			N/A.

Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?			N/A
Is there access to appropriate computer technology for pupils with disabilities?	Yes		IWB with hydraulics systems in Reception/KS1 so that children of all heights may access it. Talking buttons, interactive whiteboards and iPads as appropriate.
Are school visits made accessible to all pupils irrespective of attainment or impairment?	Yes		e.g. extra adult taken on residential trip ensured that the needs of a diabetic child were met
Are there high expectations of all pupils?	Yes		
Do staff seek to remove all barriers to learning and participation?	Yes		
Do staff have access to training?	Yes		
Do policies reflect the school's aims?	Yes		

Appendix B Identifying Barriers to Access - Premises

Question	Yes	No	Action/Comment
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, dining area, library, indoor and outdoor sporting facilities, playgrounds and common rooms allow access for all pupils or members of staff?	Yes		Classrooms in the building are small and in those housing larger furniture for the older children there is very little space for wheelchair movement.
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities?			At present N/A re children.
Are pathways of travel around the site and parking arrangements safe, routes logical and well signed?	Yes		
Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		No	We do not have a visual component to our alarm- but instructions are written using symbols as well as words for access to all.
Are non-visual guides used, to assist people to use buildings, ie lifts with tactile buttons?			N/A
Could any of the decor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			Not as far as we are aware – our signage is simple and clear
Are areas to which pupils should have access well lit?	Yes		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?			N/A – although children may wear ear defenders/ noise cancelling headphones if appropriate for need.
Is furniture and equipment selected, adjusted and located appropriately?	Yes		e.g sloping desks/foot rests used for children are kept in their classrooms
Is the equipment in the disabled toilet properly installed and accessible?	Yes		We would need an outdoor lock if a disabled child attended our school.

