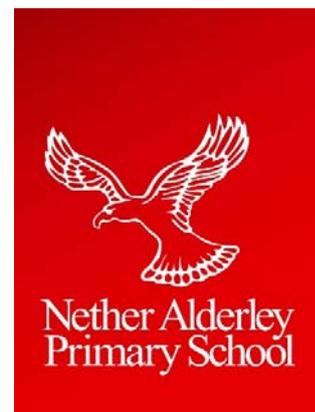


## ACCESSIBILITY POLICY



### Rationale

The School has a duty to ensure that:

- pupils with physical needs or disability can fully participate in the school curriculum
- the physical environment of the school enables pupils with physical needs or disability to take advantage of all school services
- that physical and learning environments can be reasonably accessed by pupils with physical needs or disability to meet their needs

### Aims

- Make every child feel welcome
- Value all pupils equally
- Have high expectations of all pupils
- Remove all barriers to learning and participation

### Action Points:

- The physical environment of the school will be monitored by the Finance and Premises Committee to ensure that all reasonable adjustments are being made to this end
- An accessible curriculum will be monitored by the Curriculum Committee, who will liaise with the SENco and the Headteacher
- Staff training and awareness will be monitored by the Headteacher
- The governing body will be responsible for ensuring that the Finance & Premises and Curriculum Committee's terms of reference are reviewed to reflect these responsibilities and that they are included on committee agendas.

## **Broad Guidelines**

Nether Alderley Primary school is committed to providing a fully accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. It is committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. The school recognises its duty under the Equality Act 2010 :

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The three areas to be considered in this action plan are:

### *1. Improving Education and related activities*

The school will continue to seek and follow the advice of local authority services, such as specialist teacher advisers and Special Educational Needs officers, and of appropriate health professionals from the local NHS Trusts.

### *2. Improving the Physical environment*

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, colour schemes, and more accessible facilities and fittings.

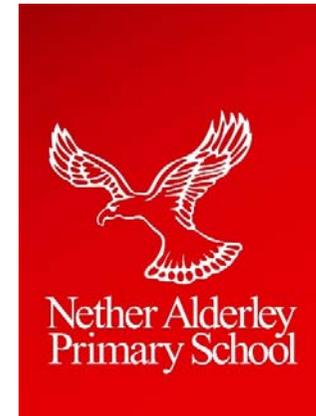
### *3. Improving the Provision of information*

The school will make itself aware of local services, including those provided through the local authority, for providing information in alternative formats when required or requested.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The school will review practice and will draw up plans as required. The action plans will be reviewed by the relevant committees and staff with a view to improving access for all children.

## ACCESSIBILITY PLAN



### Improving the Physical Access at Nether Alderley Primary School

Item	Actions	Timescale	Notes
Accessible car parking to be available for those who require easy access	<ul style="list-style-type: none"> <li>-Make parents with disability/difficulty aware of parking options.</li> <li>-Use cones to ensure disabled space and upper car park areas are kept clear for those who need to use them</li> <li>-Repaint disabled parking space</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>August 2018</p>	<p>Hi-visibility paint</p>
To continue to work with outside agencies to establish and address issues with the school building to meet the needs of stakeholders with disabilities	<ul style="list-style-type: none"> <li>-Attend care plan meetings and annual reviews</li> <li>-Work with Outreach teams to take advice on how to meet the needs of different children</li> <li>-Work with school nurse, specialist and medical agencies to meet medical needs of the children</li> </ul>	Ongoing	
Rails, ramps, wheelchair accessible doors and a first aid treatment area.	<p>To ensure future improvements to the school building are compliant with DDA rules and regulations and the Equality Act. Access to school is available via the upper car park to those requiring it.</p> <p>Re-paint rails leading to the field</p>	<p>Ongoing</p> <p>August 2018</p>	<p>Hi-visibility paint</p>

### Improving the Curriculum Access at Nether Alderley Primary School

Target	Strategy	Outcome	Timeframe	Notes
To ensure ongoing training to provide support for staff in working with a variety of needs.	<ul style="list-style-type: none"> <li>-Respond to differing needs in the school by providing relevant training.</li> <li>-Continue to work with outside agencies to support the staff in meeting the needs of the different children.</li> <li>-Ongoing program of CPD for the staff linked to different learning needs e.g ASD, ADHD, SPLD, Speech and Language difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>-SENCO to be aware of additional needs in school and coming into school and ensure appropriate training is sourced and provided to meet those needs.</li> <li>-Effective liaison with outside agencies to support staff in teaching additional needs.</li> <li>-CPD plan to contain ongoing training to address additional needs in school – SPLD, Speech and language, ESB.</li> </ul>	<p>Ongoing</p> <p>CPD plan produced and reviewed annually</p>	
Develop the use of teaching assistants to deliver intervention strategies to support pupils with different learning, physical and emotional needs.	<ul style="list-style-type: none"> <li>Monitor the effectiveness of current interventions.</li> <li>Engage with emerging new programmes to support the needs of the children.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils benefit from a range of tailored intervention programmes</li> <li>Staff benefit from training opportunities</li> </ul>	Ongoing	Emotionally Healthy Schools opportunities
To ensure all out-of-school activities are planned to be accessible to the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation. Staff to be aware of needs of the children when planning trips and visits and put into place strategies to ensure the trip/activity is accessible and all are fully included	<ul style="list-style-type: none"> <li>-All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.</li> <li>-All possible measures and adjustments made to ensure that out of school activities are accessible to all.</li> <li>-A range of out of school activities provided that are accessible to all.</li> </ul>	Ongoing Activities reviewed regularly.	
Classrooms are organised to promote the participation and independence of all pupils.	Furniture and equipment arranged to reflect needs of pupils and support the learning process in individual classes/learning spaces both indoors and outdoors	Adjustments to accommodate the needs of individual pupils will be made in advance so that disruption to curriculum time is minimised.	Ongoing	

## Improving the Delivery of Written Information at Nether Alderley Primary School

TARGET	STRATEGY	OUTCOME	TIMEFRAME	NOTES
To ensure the school website is kept up to date and the information is accessible and easily to read.	-To take feedback on school website on parent questionnaire. -To keep website up to date and information current. -To ensure fonts, background etc is dyslexia friendly.	Information on the website is available and up to date.  Website is dyslexia friendly.	Ongoing	Accessibility Plan Local Offer SEN policy
Make available our school prospectus, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	All school information accessible for all.	Ongoing	Refresh DVD
To use different ways to communicate with parents e.g. staff emails.	Next parental questionnaire to include aspects of communication	Feedback taken from parents on best communication options and acted upon.	Ongoing	Twitter Email Newsletter Reports Dojo Tapestry