

Park Primary School

Disability Access Statement

June 2015

1. Introduction

This Access Policy statement is based on a belief in equality and inclusiveness for all and confirms that everyone should have equal access to facilities and services regardless of disability, age, gender or race. With this in mind Park Primary School puts accessibility for all at the heart of the planning and design process.

The school is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) and the Equality Act 2010: The Act defines disability as when a person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

Park Primary School also considers other legislation in all decision making processes e.g. the SEND Act 2001, the Education Act 2011 (with particular reference to the Education Act 2011 Equalities Impact Assessment) and this Policy will be updated when new legislation is passed to account for any further duties / requirements of the School.

3. Key Objectives

The school recognises that many of its students, visitors and staff, whether disabled or otherwise, have individual needs when using school facilities. We recognise that for all pupils, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of the on-going commitment to the delivery of an

inclusive educational service, we will endeavour to ensure that all our pupils receive a high a standard of education.

In order to ensure that the educational services it provides effectively meet the needs of disabled students the school will:

Inform all staff of this access policy so that the provision of educational services ensures the inclusion of all of our pupils. Such communications will address the legal obligation of staff, and the school.

Provide appropriate training for staff which will explain the school access policy and ensure the effective implementation and monitoring of it.

Encourage all visitors to school including suppliers and contractors, to adopt similar policies towards disabled students.

Consult with disabled pupils, parents, staff and disability organisations.

Regularly review whether its education (and other) services are both accessible and effective, and take appropriate action.

Monitor the implementation and effectiveness of this plan on a regular basis.

Operate an accessible complaints procedure whereby disabled people can make improvement suggestions and request assistance.

Ensure that the School Prospectus makes reference to this Accessibility Policy.

Ensure that the School's complaints procedure covers the Accessibility Policy.

Ensure that information about the Accessibility Plan is published on the School's website.

Ensure that the terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

Address acts of disability discrimination via existing policies, the school development plan and the asset management plan. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity.

4. Improving the Physical Environment of Schools

Most areas around the school are on one level. Ramps and handrails are provided for use by wheelchair and ambulant users. Access around the school can be restrictive as the school has to take into account the children and security issues around the site. Consequently there are areas where extra security is installed e.g. on-site gates are locked during the day.

Park Primary School uses its grounds as outdoor classrooms at times to reinforce the curriculum and offer experiences at break and lunchtimes. Staff ensure that the ethos of the school is carried into the grounds in all key stages.

The school has a new accessible entrance foyer. There is access to seating in the reception foyer. This part of the building, all classrooms, halls and dining area are on one level and accessible to all. The Family Meeting Room and Staff room are on the first floor and are only accessible via staircase.

Accessible toilet facilities, a changing bed and shower are located in the Foundation Unit.

Signage around the school adheres to current Health and Safety regulations.

Lighting is suitable for purpose in all rooms with blinds in most rooms to allow for adjustable lighting.

The school is aware of the affect that noises e.g. lights buzzing, can affect the ability of the children to work and concentrate. This is kept to a minimum and the caretaker undertakes repairs as soon as possible.

The evacuation procedures are displayed around the school and there is a fire drill every term.

The Site Manager monitors the general internal condition of the school on a daily basis, also monitoring Health and Safety issues and completing statutory building checks. The school staff note any maintenance items on job request sheets for the Site Manager to attend to. Contractors are brought in for issues not within the remit of the Site Manager.

5. Access to the Curriculum.

Park Primary School offers a broad and balanced curriculum for all pupils provides additional specialist provision to enable all pupils with learning difficulties to access the curriculum and aid their educational development.

Class staff teams know the profile of their class and individual needs and learning activities are planned to match children's learning need.

The environment is stimulating, supportive and well resourced. Wall and interactive displays provide prompts and reminders to encourage children to learn and achieve independently.

Each class has a teacher and a teaching assistant. If children have a Statement of Special Educational Need or an Education, Health and Care Plan, there may be additional teaching assistance so that specialised support is available.

Classes are well resourced and for children with additional needs specialised equipment can be arranged.

We ensure that all staff know and understand the needs of all pupils.

All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.

Staff constantly seek to remove all barriers to learning and participation.

6. Positive Behaviour Management

The Park Primary School *Behaviour Policy* describes the high standards of behaviour and conduct expected in school. In each class there are shared and displayed expectations about the rights and responsibilities of everyone in the class linked to our *Golden Time* system. We make sure all staff know and understand the reasons behind any difficult behaviour and how to respond. In class, the teaching assistant may support targeted children to stay on task and focussed on learning. In the playground, staff will involve targeted children in specific activities. Some children who find good behaviour a challenge may need additional help such as collecting points or cards which lead to personalised in-school rewards.

Where difficult situations have occurred, we use *Restorative Practices*. Staff talk calmly through the event with the child(ren) helping to identify what went wrong, apologise and discuss what actions could be taken if a similar situation happens again.

7. Arranging the Classroom

Each classroom is set out to provide the most positive environment to work in, to ensure the child learns effectively.

Classrooms have sufficient space for all the children.

Toilet facilities are available close to each classroom. Signage is in place to signpost users of all abilities to the facilities

A variety of resources are used to ensure that the pupil learns effectively.

8. Access to Education

Park Primary School recognises that **all** children should have access to education in accordance with the Equality Act and adheres to the code of practice which advises on the statutory responsibilities of education bodies in the preparation of accessibility strategies and seeks to:

Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education as identified in the Asset Management Plan and the School Development Plan.

Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils are as equally prepared for life as are able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and assistive technology, which may assist these pupils in accessing the curriculum.

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

9. Making adjustments

The Equality Act states that Schools are not expected to change their premises. They are however expected to make long-term proactive plans for improving access to their buildings through their planning duties and this document should be read in conjunction with the School Development Plan and the Asset Management Plan.

Park Primary School will continue to make 'reasonable adjustments' to ensure that disabled students, parents or visitors attending the school are not discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment).