

Scramerston First School

Accessibility Policy

We are 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. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Scramerston First School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school by:-

- ❖ Improving 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.
- ❖ Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, 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 will be made available in various preferred formats within a reasonable time frame.

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 Accessibility Plan should be read in conjunction with the Disability Discrimination Act Accessibility Action Plan (Appendix 1) and the following policies, strategies and documents:

- * Curriculum
- * Staff Development
- * Inclusion
- * Behaviour Discipline and Bullying
- * Asset Management Plan
- * Teaching and Learning
- * Equality Policies
- * Health and Safety (including off-site safety)
- * Special Educational Needs and Disabilities
- * School Improvement Plan
- * School Brochure and Mission Statement

Physical accessibility will be reviewed in relation to the Access Audit of the School, which is undertaken regularly by the Local Authority.

The school will work in partnership with the local education authority in developing and implementing this plan.

The plan will be subject to regular review and we will continue to review buildings for accessibility; monitor incidents of harassment and bullying of pupils or staff with disabilities; Follow up incidents with education for offenders; Update new curriculum resources to promote positive attitudes to disability; Update / review new curriculum plan to examine what opportunities exist for discussion of disability issues.

Date: June 2009

Reviewed: June 2012

Reviewed: September 2015

Reviewed: September 2017

Review Date: June 2012

Review Date: June 2015

Review Date: September 2017

Review Date: September 2019

APPENDIX 1

AREA: DISABILITY DISCRIMINATION ACT (DDA) ACCESSIBILITY ACTION PLAN

OBJECTIVES: To ensure access to education for disabled pupils.

RATIONALE: Improvements to the physical environment, information provision and access to the curriculum will allow increased inclusion and equality of opportunity for all pupils, regardless of disabilities.

ACTION	PERSON RESPONSIBLE	CPD	SUCCESS CRITERIA	MONITORED	GOVERNOR INVOLVEMENT	RESOURCES	TIME-SCALE
<p>To ensure disabled pupils can participate in the curriculum by providing:</p> <ul style="list-style-type: none"> ❖ Differentiation ❖ Personalised learning ❖ Targetted support ❖ Accessing advice and support from other agencies ❖ Specialised materials and equipment. 	Head Teacher Class Teachers Subject Co-ordinators.	Inclusion Toolkit	Assessment procedures indicate pupils with disabilities make expected progress.	Pupil Tracking. Risk Assessments. Staff Meetings. Parent questionnaires. Ofsted Inspections	Governor Visits: Assessment S.E.N. Safeguarding. Head Teachers Report to Governors.	SEND resources as required. Teaching Assistant Time - in Class - small groups - 1 - 1 - ELSA support -	Continuous.
<p>To ensure physical environment of school allows disabled pupils to take advantage of all educational opportunities by:</p> <ul style="list-style-type: none"> ❖ Monitor, review, evaluate environment in relation to pupils' needs. ❖ Ensuring security of school site. 	Head Teacher		All pupils, including those with disabilities are safe and secure, are able to access all areas and can take advantage of all educational opportunities provided on site.			Head Teacher / SENCO time to liaise with other agencies, etc. Adaptations to buildings and rooms as required.	
<p>To ensure equality of access for employees, parents and other users of the school by:</p> <ul style="list-style-type: none"> ❖ Monitoring, reviewing, evaluating access, information, etc. ❖ Discussion with interested parties. 	Head Teacher		Employees, parents and visitors have equality of access to school environment and activities.				
Continue to monitor incidents of harassment and bullying of pupils or staff with disabilities. Follow	Head Teacher						

up incidents with education for offenders.							
Review curriculum resources to promote positive attitudes to disability / review curriculum plans to examine what opportunities exist for discussion of disability issues.	Head Teacher						
Review curriculum to ensure that celebrations and festivals important to minority groups are taught about.	Head Teacher						
Identify activities to encourage visitors of a wide range of ages to participate in school like.	Head Teacher						
Review curriculum to ensure positive attitudes to different sexual orientations.	Head Teacher						