



WEST GRANTHAM

Church of England Primary Academy

ACCESSIBILITY POLICY

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AMENDMENT RECORD			
VERSION	DATE	AUTHOR	CHANGES

Statement of intent

At West Grantham Church of England Primary Academy we believe that everyone is of equal importance and value. We are committed to ensuring that everyone is cared for, both physically and mentally, and are able to make a positive contribution during their time at the academy. Our aim is for all pupils to be able to access their learning in a safe, secure and positive learning environment.

Introduction

All schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan has three distinct aims. These are to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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The plan will be made available online on the school website, and paper copies are available upon request.

West Grantham Church of England Primary Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, governors and members of the Southwell and Nottingham Diocesan Multi Academy Trust (SNMAT).

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes and epilepsy. Behaviour difficulties are only included if they relate to underlying physical or mental impairment or result from a mental illness which is well recognised, e.g. Tourette's Syndrome, ADHD, ADD, ASD etc. This therefore includes a number of pupils who are, or may be, on our SEN register.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Our Mission

At West Grantham Church of England Primary Academy we aim to provide a safe environment for all of our students to learn and grow; a place where parents, staff and governors feel valued and supported learning from our Christian values of courage, belief, love, ambition and integrity that underpin all that we do. Forgiveness is fundamental to the character of Christianity and God's love. Therefore, we aim to create an open and honest environment where people are encouraged to make mistakes and to learn from them.

Accessibility Aims

- To continue to increase the extent in which disabled pupils can participate in the school curriculum
- To regularly audit students who require SEN support ensuring a fully accessible and differentiated curriculum is available with resources that support learning.
- To continue to provide training for all staff on adaptive teaching
- To provide training to all staff on how to ensure all pupils within each lesson are able to access the lesson content.
- For the SEN team to play an integral support and to work closely with teachers to advise and support staff to ensure that all lessons are accessible to all students
- To differentiate resources
- To use interactive whiteboards and IT equipment to enlarge text to make it easy for all pupils to read and enable students with SEN to access lessons.
- To use online tools to support students who have a disability or SEN.
- To provide overlays if and when required.
- To provide textbooks with coloured paper if and when required.
- Where necessary training to be provided to teachers of students with hearing difficulties on the use of the hearing amplifiers and visualisers that can be used in lessons.
- Where necessary training to be provided to teachers of pupils with visual difficulties on the use of visualisers/magnifiers that can be used in lessons.
- The SEN team to liaise with specialists and where necessary invite them in to meet with teachers of specific pupils to ensure their needs are met through a variety of teaching strategies and resources.
- Ensure equal access for disabled pupils to school clubs, visits and extracurricular activities
- Risk assessment and planning of trips to include accessibility references
- To analyse and review extra-curricular activities to ensure inclusion of pupils with disabilities
- To ensure all pupils feel supported and included within the school.
- To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education

Both sites of the school have level access to all teaching areas to facilitate movement between classrooms. A disabled toilet is accessible on both sites in the school. All teaching areas and outside are wheelchair accessible with wide doors and level thresholds.

Measures to ensure that the site is accessible to all:

1. Entry/Exit to/from the school
2. Both reception areas and all the classrooms are low level access as both buildings are all on one level.
3. The school is mainly decorated throughout in light shades.
4. Disabled toilets are available on both sites.

As we move towards our school expansion we will continue to carry out an annual access audit to improve the physical environment of the school.

Linked policies

This accessibility plan is linked to the following policies and documents:

Risk assessment policy

Health and safety policy

Equality policy

Special educational needs (SEN) information report

Supporting pupils with medical conditions policy