

# Winnington Park Primary School and Nursery

## Accessibility Policy



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**Written by: SENDCO and Deputy Head Teacher**

# Accessibility Policy

## **School Vision Statement**

Our vision is that all children fulfil their potential and make a positive contribution, irrespective of any barriers to their learning. As a school, we offer a rich and deep, inclusive curriculum to ensure that all children are provided with opportunities to progress academically, socially and emotionally. We believe that every child deserves a happy, safe environment where they are respected as equals.

## **Overview**

Winnington Park Primary School believes in providing every opportunity to develop pupils, young people and adults' full potential. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of school life and the school environment for pupils and prospective pupils, staff, parents and visitors with a disability.

In this policy we will outline how we can promote disability equality for all disabled pupils, staff, parents, governors and visitors to our school.

At Winnington Park Primary School we:

- do not to treat disabled pupils less favourably for a reason related to their disability
- will make reasonable adjustments for disabled pupils, so that they are not at a disadvantage
- ensure pupils with disabilities can access the education we provide successfully
- do not discriminate against anyone as explained in the DDA, 1995
- do not allow any form of harassment of people with a disability
- promote positive attitudes towards anyone living with a disability
- use No Outsiders and One Decision as part of our curriculum to ensure inclusion
- remove all barriers which may discourage disabled people from playing a full part in the life of our school
- encourage full participation by everyone in our school activities

## **Defining disability:**

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

## **Principles:**

- Compliance with the above-mentioned legislation is consistent with the school's aims as highlighted in Winnington Park Primary School's Special Educational Needs (SEND) Policy and SEND Information Report.
- Our Admissions Policy does not discriminate against a disabled child.
- We recognise that it is unlawful to discriminate against a disabled pupil by excluding them from the school for a reason related to the pupil's impairment.
- When recruiting staff, we do not discriminate against disabled people.
- We support our parents and carers with disabilities and ensure they are a valued member of our school community.
- We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation.
- We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils.

- We seek further support and advice to ensure we are supporting pupils with disabilities to be able to reach their full potential.
- We have high expectations for all of our pupils.
- We have an inclusive culture at Winnington Park Primary School.

### **Purpose and direction of the school's policy:**

Winnington Park Primary School's Accessibility Policy aims to demonstrate how we intend to meet our duty of care to promote disability equality for disabled pupils, staff, parents, carers and visitors.

### **Information about the needs of disabled people will be gathered through:**

- Pupil admission information
- Parental involvement
- SIMS data
- SEN reviews
- SENDCo knowledge, understanding and experience
- Feeder settings (nurseries or other settings children have been at prior to Winnington Park Primary School)
- Discussion with relevant medical professionals and other outside support agencies
- Recruitment process

### **Achievements of disabled people will be gathered through:**

- Data analysis
- Records of achievement
- Celebration assemblies
- SEN Review process (if applicable)

To ensure Winnington Park Primary School is a welcoming environment for everybody, we believe it is important to consult all stakeholders. Where adjustments need to be made, we consider those who have an understanding of different disabilities and the barriers they present, including:

- Pupils with and without a disability
- Parents of pupils who have a disability
- Staff
- Governors
- SENDCo
- Parent Voice
- Pupil Voice
- External agencies and settings

### **We consider:**

- Movement around the building and grounds easily and confidently
- Supporting parents and carers to access school functions and trips
- Having equal opportunity to access lessons
- How activities are differentiated and inclusive
- Communication between home and school
- Raising awareness of issues addressed so that all members of the school community can be more proactive in including disabled people in every aspect of school life
- How we can support children, staff, parents and carers emotionally and mentally.
- How we support children, parents and carers with key transitions throughout school.

### **Our main priorities include:**

- Continue to the extent to which disabled pupils, young people and adults can participate in the school curriculum
- Continue to the extent opportunities to which disabled pupils, young people and adults can take advantage of education and wider life of school including trips and clubs

### **Management, implementation and monitoring:**

- Children are taught using a variety of teaching and learning methods, ensuring accessibility to the curriculum for all
- All staff receive regular training
- CPD is given to staff by external agencies regularly
- Termly analysis of the impact of intervention and support strategies for children with special education needs on provision maps, during Pupil Progress meetings and on their individualised SEND Child Profiles.
- Teaching assistants are well trained and work in collaboration with the teaching staff to ensure appropriate support is offered to children with disabilities
- SEN register is kept up to date
- Appropriate and specific intervention programmes for pupils with SEN
- Support for SEN children is regularly reviewed
- Appropriate advice is sought from outside agencies to provide staff with information about making 'reasonable adjustments'
- PEPs completed for those children who are Looked After.
- SEND action plan
- Regular communication between external agencies, school staff and parents and carers.

### **Making reasonable adjustments:**

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to:

#### **(a) the building and grounds:**

- Structured and supportive playtime and lunchtime activities such as Peer Mentors.
- Ensuring all adjustments to current buildings are DDA compliant.
- No steps into buildings and 8 classrooms on the ground floor as well as a large reception classroom and 2 nursery rooms.
- Outdoor areas for children contain no steps.
- Disabled toilet access for children as well as parents and carers.
- Quiet areas outside and inside school for children to access.

#### **(b) learning and teaching:**

- We will review and monitor to ensure disabled pupils make progress in line with their abilities, we will then evaluate and adapt our practice accordingly
- Academic progress is monitored during Pupil Progress meetings, on termly provision maps and on individual Child Profiles.
- Additional support (small group or 1:1) will be provided if necessary
- Individual targets ensure appropriateness of teaching and learning strategies
- Teachers and support staff adapt teaching styles to cater for the needs of the pupils in their class
- Targets and progress is reported to parents regularly
- Using online tracking such as Insight, ASP and IDSR to monitor and analyse the achievement of all our pupils
- All policies in school are reviewed regularly

### **(c) communication methods**

- Use of Winnington Park Primary School's website
- Having an email address where parents can email in queries and questions
- Regular updates with the SENDCo
- Parents evenings with class teacher
- Additional parents' evenings with the SENDCo if required
- Use of computing resources by pupils
- Use of PECKS books if required by pupils
- Visual timetables in every classroom
- Children provided with 'now and next' cards if required
- Most information such as newsletters to parents / carers are sent electronically but can be given in a physical letter if required
- Informal and formal discussions with parents
- Telephone messages and conversations with parents
- SEND section on the website with SEND Policy, Information Report and the Local Authority's Local Offer.
- Video links on the website to support parents and carers with accessing the HUB.

The effectiveness of any adjustments is monitored regularly and the opinions of Parent Voice and Pupil Voice as well as disabled stakeholders is considered, taking into account:

- Pupils' views
- School Council
- Parental questionnaires
- Staff opinions (teaching and non-teaching)
- Governors
- Other visitors and users of the school
- Outside Agencies

### **Monitoring and Impact Assessments:**

The Governing Body as part of the Leadership and Management group will review the SEN Register, Safeguarding, School Site, Accessibility audit and H&S annually and will measure the impact of any changes or initiatives on the quality of school life for those pupils.

This will be done through the following methods designed to increase awareness of, and positive attitudes towards, disability:

- Pupil voice
- Parental questionnaires and voice
- Providing an inclusive curriculum using No Outsiders and One Decision
- Increasing staff awareness and CPD
- Analysis of assessment data
- This policy will be reviewed and revised as necessary

### **Getting hold of the school's policy**

The policy will be available on the school website and hard copies produced on request at the school office.

## **APPENDIX A – Definitions of Disability**

A person has a disability if he or she has a physical or mental impairment that is:

- substantial
- long term and
- has an adverse effect on the person's ability to carry out normal everyday activities

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day to day activities is adverse, substantial and long term.

The definition can include a wide range of impairments such as:

- Dyslexia
- Autism
- Speech and language impairments
- Hearing impairments
- ADHD

An impairment does not in itself mean a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered. Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing and eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.

Details of disability are collected in the following ways:

- Pupils – from SEN register, medical record sheets and data collection forms (SIMS)
- Parents/carers – from disclosure to the school or from data collection forms.
- Staff – disclosure to the Head Teacher in confidence.
- Feeder settings
- External agencies such as through social workers

Disability information will be audited according to type if it is substantial, long term and has an adverse effect person's ability to carry out normal everyday activities

Type of Disability	Including / Examples	Comments
Physical impairment	Mobility difficulties, limb malformation, missing limb	
Sensory impairment	Sight and hearing impairment	Sight problems corrected with glasses or lenses do not qualify
Learning Difficulty, including Specific Learning Difficulty	Dyslexia, dyscalculia and dyspraxia	
Medical condition	Diabetes, arthritis, cancer, depression and many other conditions which require long term treatment	
Social, emotional and behavioural difficulties	Behaviour and emotional differences which impact on daily life such as ADHD, ASD and Obsessive Compulsive Disorder	
Speech and language	Development delay or physical difficulties leading to additional Speech and Language needs	