



*'Learning from Each Other' -
'Achieving Together'*

Accessibility Policy

Date of Policy: **May 2017**

Person(s) Responsible for Policy: **Head**

Committee Responsible: **Premises**

Review: **May 2020**

Accessibility policy and Accessibility Plan

Swindon Village Primary School aims to treat all pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

The purpose of the Plan

The purpose of this plan is to show how Swindon Village Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation. The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

The plan will be available on the schools' website.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day- to - day activities

What will the Accessibility plan do?

- 1.** The Accessibility Plan is structured to complement and support the school's Equality Policy and the SEN Policy.
- 2.** Swindon Village Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 3.** Swindon Village Primary School Accessibility Plan shows that access has been improved for disabled pupils, staff and visitors to the school and is anticipating the need to make reasonable adjustments to accommodate their needs where practicable in the future.
The Accessibility Plan shows that relevant and timely actions have been taken to Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the able-bodied pupils. This encompasses 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.

4. Improve and maintain 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 within a reasonable timeframe.

5. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information can be made available in various preferred formats.

6. Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.

7. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy,
- Equality and Diversity Policy
- Health & Safety Policy,
- SEND Policy
- School Improvement Plan

8. The Accessibility Plan will be monitored through Governing Body committees and reported to the Full Governing Body.

9. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

<p>Access to physical environment</p>	<ul style="list-style-type: none"> • The school building is wheel chair accessible. • Two disabled car parking spaces with ramp access are available in the staff car park. • The school has two fully fitted disabled toilets and one with wheelchair friendly shower facilities. • Visual as well as audible alarms fitted and being updated as required. • The Schools main reception is fitted with a hearing loop. • Our Rainbow room is a quiet monitored room equipped with music and sensory items and is being updated as needs arise. • A Visual impairment audit has been carried out by the LEA and recommendations acted upon. • A Nurture room is planned for 2017/18
<p>Auxiliary Aids</p> <p>Auxiliary Aids cont.</p>	<ul style="list-style-type: none"> • The school has numerous pencil grips, rulers with handles, adapted scissors etc. to make certain fine motor skill tasks easier. • Writing slopes available when needed. • Two Alpha smart laptops available. • Numerous learn pads and Clicker 7 installed on several laptops.

	<ul style="list-style-type: none"> • Ear defenders are also available. • Fiddle toys are available to help concentration and various cushions are available to help posture/seating.
Access to the curriculum	<ul style="list-style-type: none"> • All classes differentiate to the pupils identified level. • Teachers and TA's use multi-sensory teaching when/where possible to maximise the potential of all pupils. • If needed pupils have physiotherapy/speech and language therapy/occupational therapy first thing in the morning or alongside the class PE lessons. • The school also run a Fizzy group when needed. • Where needed movement breaks are built into the timetables. • Children are encouraged to participate in school performances at a level where they feel comfortable. • Close liaison with families is maintained by regular meetings including reviews and parents evenings.
Access to clubs	<ul style="list-style-type: none"> • Where needed/possible additional adult support has been provided to enable access and attendance to various after school clubs and school trips. • Venues for school trips are checked for accessibility before booking.
Access to written information	<ul style="list-style-type: none"> • In all classes a teaching assistant/class teacher supports pupils who are having difficulty with any written work. • The school is careful in the use of language where communication difficulties are present, simplifying instructions and using sign language, gestures and visual cue cards where needed. • Alternative ways of recording are sometimes utilised such as photos, learn pads, ideas maps and scribe. • Visual cards are used where a need is identified such as ASD, speech and language needs and EAL children where communication is a difficulty. • Some information is translated for EAL parents.
Training and professional help	<ul style="list-style-type: none"> • The school liaises closely with the LEA and other professionals and acts on their advice.

	<ul style="list-style-type: none">• Staff training is encouraged with relevant course offered.• Inset sessions have been and will be arranged where a common need is identified• Whole school training to be given in line with the Equality Act 2010
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This policy was adopted formally in May 2017 and will be formally reviewed in May 2020.

Signed: (Head Teacher)

Signed: (Chair of Premises Committee)

Date: