

St Helen's Church of England Primary School



Accessibility Policy

Approved by:

Governing Body

Date:

Last reviewed on:

April 2025

Next review due by:

April 2026

At St Helen's Church of England Primary School, we 'Love to Learn, learn to love, understanding that we are all different, but all equal'

This vision, rooted in Matthew 22:34-40, with our associated Christian values of Love, Friendship, Perseverance and Trust are the foundation of our school, this has inspired us when developing this policy.

We want all children to be part of a school where high standards are pursued with consistency and enthusiasm; where individuals are valued and helped to achieve their personal best and where effective partnerships secure the success of the school.

St. Helen's Church of England Primary School serves its community by working in partnership to provide an education of the highest quality. As a school we celebrate the diversity of the wider community and are committed to the principles of inclusion and equality of opportunity. Through our aims and values we promote and endorse the Government's aim for every child, whatever their background or their circumstances, to have the support they need to be healthy and make a positive contribution.

CONTEXT

The SEN and Disability Act (2001) amended part 4 of the Disability Act (1995) by placing new duties on LAs and schools in relation to disabled pupils and prospective pupils. From September 2002, it has been unlawful for schools and LAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services.

There are three main duties:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary.

Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The duty not to discriminate covers all aspects of school life, including extra-curricular activities, educational visits and school trips. The duty to make reasonable adjustments refers to the full range of policies, procedures and practices of the school.

Aims and Principles

The main aim of this policy is to reduce and eliminate barriers in accessing the curriculum and to promote full participation in the school community for pupils and prospective pupils with disability.

The school recognises and values parents' knowledge of their child's disability and its effects on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles of the National Curriculum, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupil's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Definition of disability

Pupils falling within the definition of disability will have a range of needs, including mobility impairment, sensory impairment, learning disabilities, mental health conditions, epilepsy, AIDS, asthma and progressive/degenerative conditions such as multiple sclerosis.
(Tameside Accessibility Strategy 2003-2006)

The Disability Discriminatory Act (DDA) states that '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.'

The Education Act (1996) states that 'children have a special education need if they have a learning difficulty which calls for special education provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LA
- Are under compulsory school age and fall within the above definitions or would do so if special educational provision was not made for them

Pupils with a disability must not automatically be considered to have a special educational need. We recognise the need for St. Helen's Church of England Primary School to consider Government policy and the LA accessibility strategy and to review the accessibility plan annually.

PLAN

This plan covers the present situation and future needs under the following headings:

- Physical environment of the school
- The extent to which disabled pupils can participate in the school curriculum
- The delivery of information to pupils and parents

The content of this plan pertains to both children and adults.

PHYSICAL ENVIRONMENT

- The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.
- In response to individual needs, specific adjustments will be made to existing features, including steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits, internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access will be fitted as appropriate, including ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds and way-finding systems.
- The school will provide as necessary, physical aids to access education such as ICT and equipment portable aids for children with motor co-ordination and poor hand/eye skills.

The school is compliant and monitored by the LA.

SCHOOL CURRICULUM and RELATED ACTIVITIES

- The school will continue to seek and follow the advice of Local Authority (LA) services, such as specialist teacher advisers and SEN inspectors/advisors, and of appropriate health professional from the NHS Trusts.
- Teachers and teaching assistants will have the additional necessary training to teach and support pupils who are disabled as the need arises.
- Where necessary, the school will ensure that learning is made more accessible through appropriate adjustments to school and classroom organisation and support, including deployment of staff, timetabling, curriculum options, dependent on individual needs.

Present situation:

- The school continues to audit and identifies barriers to accessing the curriculum
- Attention is paid to ensure all school trips are accessible by all learners

DELIVERY OF INFORMATION

- The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required and requested.
- The school will ensure that information about the school and school events are made accessible to disabled pupils and their families. This information will be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

Present situation

- Information presented in written and electronic formats. Other formats can be provided on request.

Accessibility Plan ongoing

- Work with LA on providing a range of information adapted for the varying needs.

Evaluation and Monitoring

St. Helen's Church of England Primary School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

In the summer term each year, the school monitor relevant data and information on:

- Admissions
- Attainment
- Attendance
- Effects of pastoral strategies
- Exclusions
- Selection and recruitment of staff
- Governing Body representation
- Parents attending consultation meetings
- Parents' involvement in the life of the school

This plan will be reviewed annually by the SLT in consultation with relevant parties within the school and governing body.

Policy updated April 2025

Review date April 2026

St. Helen's Church of England Primary School Accessibility Plan February 2021

General Maintenance

The following will be ongoing:

- Annual training for staff to raise awareness of teaching techniques required to respond to the specific needs of groups of children e.g. Children with Autism
- Computer technology will consider SEND, for example, iPADS, Laptops with Communicate in Print.
- New class resources such as toys for the EYFS will include positive images of disability
- All class equipment will be clearly labelled including visual aids where possible.
- Teachers will use Visual Timetables for children who need them.
- New vocabulary or key words should be listed, displayed and explained with visual support wherever possible.
- Storage of items along walkways will be minimalised and kept as clear as possible.
- Broken or unsuitable equipment will be removed immediately.
- Any new doors will have wheelchair access and finger guards.
- Methods of communication with parents will be reviewed regularly so that we consider any disabilities

Curriculum Accessibility

Action	Timescale	Cost	Monitored by
To liaise with Pre-School providers to review potential intake for Sept	June and July	None	LS/SENCO
To establish close liaison with parents to ensure collaboration and sharing between school and families.	Ongoing throughout the year	None	SENCO
Provide a range of suitable equipment so that children can access the curriculum (scissors, pencil grips, overlays, fidget cushions, writing slopes)	With immediate effect to be constantly reviewed	As and when required	SENCO
Ensure all storage for classroom equipment has suitable labelling and is safe	September	None	SENCO
Update of ICT equipment so that curriculum can be delivered effectively.	October	TBA	SENCO
Teacher's planning takes account of SEND, PP, EAL eg allowing extra time as necessary or pre-teaching vocabulary. This may involve precision teaching for certain children.	With immediate effect to be constantly reviewed	None	SLT
Ensure each SEND child is suitably seated within the classroom.	With immediate effect to be constantly reviewed		SENCO
Ensure all children with SEND understand how the Pupil Parliament works and contribute to discussions	Term 1 onwards	None	SE/SENCO
All educational visits to be accessible to all. Risk assessments to be carried out and discussions with staff and parents to be carried out prior to the trip.	As and when each trip arises.	Dependent on cost of the trip	SLT

Review PE curriculum to ensure PE accessible to all. Gather information on accessible PE and disability sports. Seek disabled sports people to come into school.	September	None	LS/SJ
Training for TAs in effective support of SEND	Throughout the year as required	Dependent on provider	SENCO

Physical Environment

Action	Timescale	Cost	Monitored by
Ensure that school is accessible to all and that walkways are kept clear.	With immediate effect to be constantly reviewed	None	SLT
Primary Emergency Escape Plans to be completed for all PI children.	With immediate effect to be constantly reviewed	None	SLT - Updated annually
Ensure that the medical needs of all pupils are met fully within the capability of the school.	With immediate effect to be constantly reviewed	None	SLT

Appendix 1

Annual Disability Audit

Part 1: PHYSICAL ENVIRONMENT		
	Yes (evidence)	No (comment)
Does the size and layout of all areas – including all academic, sporting, play, social facilities, classrooms, hall, library and playground allow access for all pupils?		
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs and toilet facilities?		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability?		
Are all areas to which pupils have access well lit?		
Is furniture and equipment selected, adjusted and located appropriately?		

Part 2: SCHOOL CURRICULUM and RELATED ACTIVITIES		
	Yes (evidence)	No (comment)
Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?		
Are the classrooms optimally organised for disabled pupils?		
Do lessons provide opportunities for all pupils to achieve?		
Are lessons responsive to pupil diversity?		
Do lessons involve work to be done by individuals, pairs, groups and whole class?		
Are all pupils encouraged to take part in music, drama, and physical activities?		
Do staff recognise and allow for the mental effort expended by some disabled pupils?		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?		
Do staff provide ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for		

examples some forms of exercise in physical education?		
Do we provide access to computer technology for pupils with disabilities?		
Are school visits made accessible to all pupils, irrespective of attainment or impairment?		
Are there high expectations of all pupils?		
Do staff seek to remove all barriers to learning and participation?		

Part 3: PROVISION OF INFORMATION		
	Yes (evidence)	No (comment)
Do we provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		
Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities?		
Do we have the facilities to produce written information in different formats?		
Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities?		