



Accessibility Policy

Members of Staff Responsible:

Inclusion Manager

Management Committee

Date of Policy: Spring 2019

Review Date: Spring 2022

WATERSIDE PRIMARY ACADEMY

Accessibility Policy

Introduction

The Governing Body recognises the importance of making the school accessible to all, both in the curriculum and, where possible, in all areas of the school premises and facilities. This policy sets out our approach to optimising accessibility and the attached Plan (Appendix 1) details the issues, actions, responsibilities and key dates involved in achieving this objective, together with impact assessment of the work completed to date.

Physical Access

The school was built in 1961 and subsequent building work has been undertaken to provide physical access, where possible, including the installation of kerbs, ramps and disabled toilets.

For every pupil, access is available to all areas of the upper floor. There is a footpath from Box tree close entrance to school office and all upper level facilities. The zone can be accessed by a level path from the main entrance door. Both the downstairs classrooms EYFS and year 1 can only be accessed by going up or down stairs. There is currently no need to alter this. The school will continue to respond to the changing needs of pupils, as necessary.

Parental access is available to all areas of the upper floor including the school office, hall, disabled toilets and the Headteacher's office.

The main staff room is located upstairs and there is currently no requirement for disabled access to this area. Facilities available in the staff room are replicated in and around the school office. However, if there is a future need to make disabled access to the staff room, the school will work with WHST to review and implement this requirement, where possible.

In conjunction with WHST, the school will work to ensure that all future building and refurbishment plans take account of providing suitable access.

Admissions

A full assessment of the specific accessibility requirements of new pupils who have special needs will be made prior to admission, so that the specific needs can be ascertained. This assessment will involve the new pupil and their parents/carers, the staff of the school, WHST, the SEN team at county and any other officials that may be deemed necessary.

Curriculum Access

The main aim of the school is to ensure that pupils have access to all areas of the curriculum and ensure that pupils are not disadvantaged. Learning Support Assistants may be engaged to assist and support pupils in achieving access.

For school visits and journeys, every effort will be made to select venues that will permit full access to all pupils, and, by forward planning, to minimise risk and maximise the learning and life skills benefits to be gained from the experience.

Recruitment

The school is an equal opportunities employer and will ensure that, for all staff, specific accessibility requirements are ascertained, so that suitable access can be provided in conjunction with WHST.

Training

Information concerning the requirements of specific pupils is regularly communicated to staff.

Staff are given specific training to execute and fulfil their role, and this training is updated from time to time.

All members of staff have been trained to provide a basic level of first aid to pupils, and request professional medical support as required. There are nominated staff in early years trained in paediatric first aid to ensure a comprehensive level of support is available on site.

Information & Communication

The school aims to give as much support to pupils and their parents/carers to ensure comprehensive access to all information provided by the school and within the school. Depending on the specific requirement, this may include, but not be limited to:

- Enlarged print subject materials, homework materials and examination papers for visually impaired pupils;
- Curriculum materials printed on different coloured backgrounds to assist visually impaired pupils;
- Provision of amanuenses, where appropriate, for pupils with physical disabilities (both temporary and permanent), and in accordance with examination boards' guidance for 11+ tests and SATs.
- Recording of work in digital format instead of in written form;
- Appropriate format (e.g., size and style of font) for the school website and VLE;
- Provision of school information in suitable formats for specific parents/carers as requested.

This Accessibility Policy will be reviewed every three years (or earlier as required) to take account of:

- Changes to the school environment and/organisation
- National legislation or advice
- Advice from White hill schools trust

The Action Plan will be reviewed as required and at least once a year.