

ESTCOTS PRIMARY SCHOOL



Accessibility/Disability Policy

Estcots Primary School Accessibility Policy

Principles

At Estcots Primary School we aim to make reasonable adjustments for disabled pupils at different levels of school life:

- for the individual disabled pupil;
- in their practices and procedures;

We aim for disabled pupils to participate fully in school life:

- in the classroom;
- in the 'school curriculum';
- at breaks, lunchtime and beyond the school day;

So that:

- disabled pupils feel part of the life of the school;
- disabled pupils are included by their peers in all parts of school life;
- parents feel their disabled child is part of the life of the school;
- staff feel confident in working with disabled pupils.

Access to the School Curriculum:

We aim to develop a more inclusive curriculum:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

- (a) When updated all school policies will consider accessibility and the extent to which disabled pupils at our school can participate in the curriculum
- (b) All staff will be encouraged to extend and improve effective inclusive educational practice within curriculum planning and practice.

We will:-

- (c) Ensure range of needs of pupils, parents and the wider community at Estcots are met sensitively and positively.
- (d) Consult with pupils and parents to develop an accessibility plan and liaise with other agencies as necessary in order to support provision for the range of needs of the whole community e.g. school nurse/medical professionals

Access to physical Environment:

- (a) The school building has appropriate modifications and provision for accessibility in order to increase the extent to which disabled pupils can take advantage of education and associated services. (see Accessibility plan)

- (b) Internal communications and physical features are arranged in such a way that ensures equal access for all users of the school.
- (c) As and when additional accessibility issues arise they will be considered, assessed and appropriate action taken.

Access to written Information:

- (a) We will endeavour to adopt processes in order to ensure equality of access to written information and where necessary develop alternative formats of communication.

This policy should be read alongside the Accessibility plan, Inclusion, SEN and Race Equality policy.

The accessibility provision will vary according to the needs of the users of the school and termly updates to assessment files, SEN files and the enclosed data base (for visitors to the school) must be made by class teachers and SMT.

NAME OF PARENT	CLASS	NEED