

*'...those who hope in the LORD will renew their strength.
They will soar on wings like eagles; they will run and not grow weary,
they will walk and not be faint.'* Isaiah 40:31

connect | nurture | aspire | learn | excel | hope



Reculver Church of England Primary School



Accessibility Policy

Date adopted by Local Governing Body: April 2016

Date of next Review: April 2019

School Plan

1A: The Purpose and Direction of the School's Plan, Vision and Values

Reculver C of E Primary School has high expectations for pupils and a commitment to pupils' full participation in school activities and community. Our policy is driven by the principles of equal opportunities as outlined in the National Curriculum Inclusion statement. In planning and teaching the Foundation Stage Curriculum and the National Curriculum, teachers ensure they have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for all pupils.

1B: Information from Pupil Data and School Audit

- The school currently has an average of 9.6% of pupils on the SEN register with varied needs. The Special Educational Needs of the pupils include a range of language difficulties, dyslexia, dyspraxia, Autism, hearing impairment, social, emotional and mental health difficulties, vision impairment, cognition and learning difficulties. It also includes medical needs, such as severe allergies and specific medical needs e.g., recovery from cancer and diabetes.
- The school has physical access to all entrances, some by ramp and there are disabled pathways of travel around the school site and parking arrangements are safe. Parking on site is limited to 3 designated disabled spaces. All play areas are fenced off from the car park by a locked gate or are sited to the side and rear of the building away from the car park.
- The school field is situated behind the school buildings.
- Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly points are on the playgrounds. We will review the provision of a visual alarm should the need arise.
- Space for quiet work and small group work is very limited. Future building plans aim to address the need for suitable spaces for quiet working and a library.
- Furniture and equipment are selected as standard, age related as appropriate.
- All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included in productions, music, PE and class assemblies. School visits, including residential visits, are made accessible to all children irrespective of attainment or impairment.
- Teachers and teaching assistants attend SEN courses as appropriate to support specific needs. Teachers work closely with TAs to address pupils' personalised targets and liaise with specialist and support services.
- Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.
- Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Children with visual and specific reading difficulties who have trouble reading or copying from the board are given printed copies of texts, or information is written down for them. Children with visual impairment have access to braille resources.
- We have a clear policy on the administration of medicines, with staff trained to administer epi-pens and diabetic injections. There is a register of children with medical needs.
- Photographs of children with specific medical needs or allergies are entered into a folder which is held in individual classrooms. Information relating to these children is also passed on to lunch-time staff.
- Epi-pens, insulin and inhalers are always taken on visits / trips out of school. Staff trained in first aid and the use of epi-pens always accompany trips where necessary.

The Main Priorities In The School's Plan

2A: Increasing the Extent to Which Disabled Pupils can Participate in the School Curriculum

- Audit the representation of disabled people in books and teaching materials and increase if necessary.
- Identify areas where disabled pupils are underrepresented or underachieving. Ensure high quality teaching for all to improve disabled pupils' access to the curriculum, including strategies that are sensitive and responsive to pupil diversity.
- Ensure appropriate professional development for staff on inclusive classroom practice and on specific disability / medical issues.
- Access ICT support in the form of individual laptops and associated programs to support learning, where appropriate.

2B: Improving the Physical Environment of the School to Increase the Extent to Which Disabled Pupils can take Advantage of Education and Associated Services

- Planning for an increased amount of withdrawal areas to provide a quiet area for specific individuals and a quiet workspace for small groups of children. (To be included in any new build plans).
- Ensure flexibility in classroom allocation to allow access for pupils to all areas of the school facilities.
- Review emergency and evacuation procedures for wheelchair access. Investigate the possibility of installing visual as well as auditory alarm system if the need arises.
- Improve the flooring in classrooms to contrast with walls and furniture and the colour of walls to contrast with doorways when internal redecoration is carried out.
- Provide for the social inclusion of all pupils through Buddy / Playground Helper system.
- Provide for the social inclusion of all pupils through the setting up of a Chill Out Club. Lunchtime Supervisor training to access equipment and to set up a group focusing on vulnerable children.

Signed..... Date.....
(Chair of Governing Body)

Signed..... Date:.....
(Head Teacher)