



Accessibility Plan

Introduction

At The Arches Community Primary School, we are committed to providing a fully accessible environment to all pupils, staff, parents and visitors regardless of their needs.

Definition of Disability

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Purpose of the Plan:

The purpose of this plan is to show how The Arches Community Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

According to the **Equality Act 2010**, a person has a disability if:

- a) They have a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Key Objective

To reduce and, where possible, eliminate barriers to accessing the curriculum and full participation in The Arches community for pupils, and prospective pupils, with a disability.

Principles

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

The Arches 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 in the National Curriculum framework, which underpin the development of 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.

We ensure that all our children have equal access to the curriculum and develop it as needed to ensure that pupils with disability are provided with equal opportunity to progress and develop academically just as abled bodied pupils.

We aim to improve our physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided.

Through positive educational experiences, including the physical environment of the school, we aim to develop facilities and provide physical aids to ensure full inclusion and access to education for all pupils, no matter their disability.

Some children have allergies or food intolerances/cultural food choices, to support this we consult with parents to share this information, with the appropriate staff. Information is recorded centrally on Sim's and updated regularly.

Some children have additional medical needs. All medical information is collated and shared with key staff supporting the child, see attached Care Plan. We have designated First Aiders who hold current First Aid certificates, across the school.

All medication given must have parental consent, staff must check that this medication has been prescribed for the child, and an administration of medicines consent form must be completed by parents outlining the illness and amount and time of medication. All medication, that is given, is recorded. Some children receive regular medication in school and this is administered by the same person each day and counter-signed.

Signposting information gathered to support teachers or families should the need arise

HoEP and SENCo signpost as appropriate and maintain contacts.

Children with additional needs secure as much progress as their peers and secure at least age-related attainment.

Ongoing collaboration between parents and staff to develop a team around the child approach.

Tailored support for children joining the school during planned transition, or mid-year entrants.

Attachment awareness embedded across the school, Nurture Accreditation and Our Ways Of Working (OWOW) principles applied. Staff work together to embed a trauma informed approach working with children, families and across multi agencies.

Ongoing development of practice and consistency across the school. Team teach training delivered every three years.

Ongoing development of outdoor spaces to support access and promote healthy lifestyle for children and families.

Exploration of grant funding and sponsorship opportunities.

Development of outdoor area to encourage engagement, e.g., classes walk the mile.

Access to after school sports clubs to improve access of all target groups.

Play is purposeful and all are enclosed. Children play calmly have fun and are active.

Monitoring and review.

It is the responsibility of the Head of School and Governing Body to monitor the effectiveness of this Accessibility policy by:

Monitoring the progress of children with disabilities, and challenging them to achieve their full potential.

Assess the impact of this plan through regular review of the action plan above.

Provide training for staff in accessibility needs and raising awareness of disability discrimination.

The Governing Body and Head of school will review this policy every three years, or earlier if considered necessary.

This policy should be read in conjunction with the following policies:

Equal Opportunities Policy

SEN Policy and information report

Race Equality Policy

Looked After Children Policy

EAL Policy

Health & Safety Policy

Teaching & Learning Policy