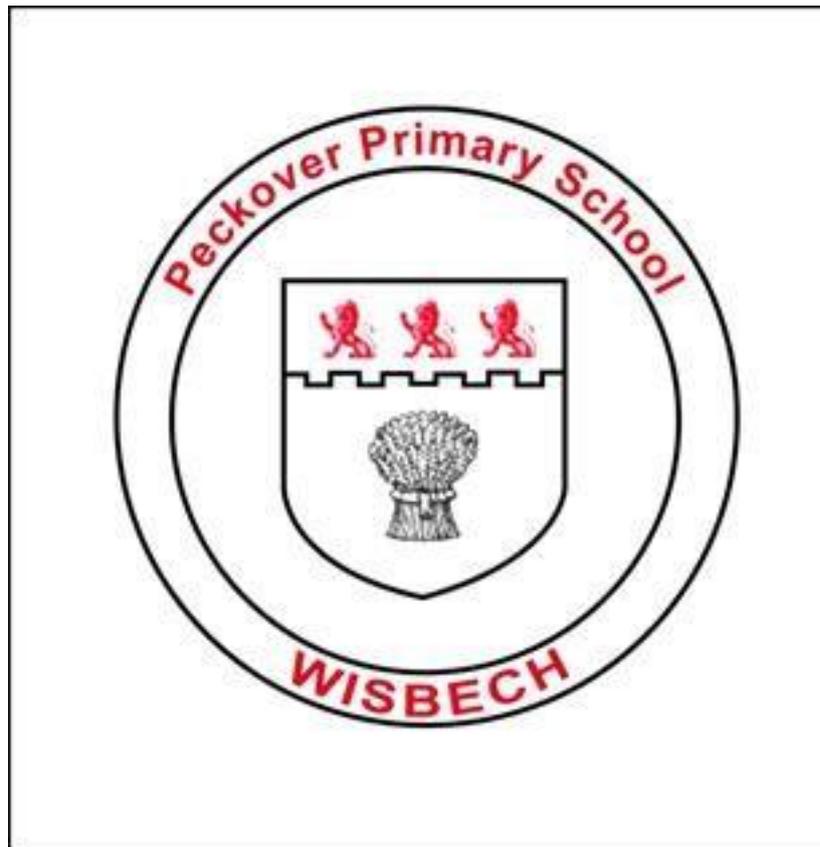


ACCESS and ACCESSIBILITY POLICY and PLAN



Signed..... Chair of Governors

Review Date: **October 2022**

Vision Statement

At Peckover Primary School we believe that everyone has the right to be happy, safe and respected in a friendly, stimulating environment.

We promote high standards of teaching and learning with clear expectations of courtesy and behaviour.

We value individuality and encourage all to achieve their full potential.

Through working together and open communication, we strive to prepare children to succeed in society.

Introduction and Aims of Policy

At Peckover Primary School we believe in equal opportunities and promoting a truly inclusive environment for all children regardless of race, ethnic group, gender, ability or disability. We endeavour to offer a fully inclusive education to every child in our care.

In order to do this we pay attention to 3 principles of inclusion:

- (a) We set suitable learning challenges.
- (b) We respond to pupils' diverse learning needs.
- (c) We aim to overcome potential barriers to learning.

The children at Peckover are taught to help one another and respect each other's differences.

Disability Discrimination

The Disability Discrimination Act which came into force in September 2002 established a duty on schools not to treat disabled pupils less favourably and to avoid putting disabled pupils at a disadvantage.

"A person is deemed to be disabled if s/he has a physical or mental disability which has an effect on her/his ability to carry out day to day activities".

The SEN & Disability Act makes it unlawful to discriminate without justification against disabled pupils and prospective pupils in all aspects of school life.

The school's duties not to discriminate are:

- in relation to admissions
- in relation to education and associated services (all aspects of school life)
- by excluding a pupil

Discrimination is a failure to make reasonable adjustments (this must be anticipatory).

Key Principles

1. To develop policies and practices to include all pupils.
2. To provide ongoing effective training for all staff to support pupils with SEN.
3. To pay high regard to the views of parents and children.
4. To remove barriers to learning and participation.
5. To provide an appropriate education which affords all pupils the opportunity to achieve their potential.
6. To be flexible about inclusion and work closely with colleagues in special schools.
7. To work with outside agencies.
8. To resource inclusion adequately

Inclusion

At Peckover we ensure that there is:

- An inclusive ethos
- A broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation - High expectations and suitable targets for all children

Promoting Inclusion

At Peckover we aim to promote inclusion by ensuring that:

- All lessons are accessible to children, including those who have learning difficulties, physical disabilities or sensory impairments.
- Children are treated with respect, valued equally and not compared to each other
- Children have some say over how the school is run via the School Council
- Bullying is stopped and bullies helped to change
- School invests into pastoral care with dedicated staff to support the emotional and well-being needs of pupils.
- There is often help instead of punishment for those having trouble coping with school
 - Children learn about each others lives, especially different nationalities, races and religions, or what it is like to be disabled.
- A wide range of festivals are celebrated - children and their families learn that there is 'no one way to be' - all ways are acceptable and valued
- There is an acceptance of difference and recognition that we all have strengths in different areas

- There are plenty of opportunities to be creative through play, music, art and drama - Parents and grandparents are welcome and families are given as much support as possible if they need it.
- We endeavour whenever possible to avoid permanent exclusions

Areas in which we need to be alert for inclusion are:

- Preparing for entry to school and transfer to secondary school
- The curriculum
- Teaching and learning
- Classroom organisation
- Timetabling and the deployment of TAs
- Grouping of pupils
- Homework
- Access to school facilities
- Activities to supplement the curriculum
- School sports
- School policies
- Break and lunchtime
- The serving of school meals
- Interaction with peers
- Assessment arrangements
- School discipline and sanctions
- Exclusion procedures
- Extra-curricular clubs and activities
- School trips
- Healthy Eating Programme
- Access to information
- How the school deals with emergency procedures

Children at risk of not being included are:

- (1) Children with Special Educational Needs or Moderate Learning Difficulties.
- (2) Children with disabilities or physical impairments.
- (3) Children for whom English is an Additional Language or from an ethnic minority background.
- (4) Children in Care or Looked After Children.
- (5) Young Carers.
- (6) Gifted and Talented Children.
- (7) Children with medical conditions.

Methods of ensuring that children are not disadvantaged

1. Early identification of children, as specified in our SEND Policy.
2. Regular monitoring of children's progress by the SENDCO, SLT and Class Teachers.
 3. Provision of a Learning Support Assistant, carefully 'matched' to suit the needs of the child.
4. Appropriate training for key staff to ensure that they are fully informed and equipped to help the child.
5. Careful consideration of timetabling, classroom allocation and layout e.g. for wheelchair users, or children who need to use the toilet frequently.
6. Appropriate noise reduction measures or enhancement aids for children with hearing impairments
7. Clear visual signs e.g. a pictorial timetable for children with sight impairments or moderate learning difficulties.
8. Ramps and handrails to ease mobility.
9. Careful planning of school trips and off-site activities to ensure they are accessible for all pupils.
10. Keeping parents and carers informed about the child's successes and difficulties.
For children with poor communication skills it is essential that the Home/School Book is filled in on a daily basis.
11. Keeping staff informed via staff meetings, SEN reviews, staff Notice Board regarding the specific needs of children, including medical problems e.g. asthma, nut allergies, diabetes.
12. Discussing appropriate behaviour management techniques for children with emotional or behavioural difficulties and being consistent in the use of strategies.
13. Being sensitive to racial, ethnic and religious pressures on individuals or groups of children.
14. Encouraging representatives from different cultures to be involved in the life of the school e.g. being part of the Governing Body, Friends Association, etc
15. Ensuring that the curriculum (both overt and hidden) counters stereo typing and promotes equality of opportunities.
16. Working with outside agencies and professionals to gain the best advice and support for children.
17. Looking carefully at the process used in teaching activities in order to raise pupils' self-esteem and create a happy, caring environment.

Roles and Responsibilities

1. Governors have a statutory responsibility:
 - To maintain this policy and evaluate the impact on pupils, staff and parents. - To offer information in the annual report for parents about arrangements for disabled pupils and pupils with SEND.

- To deal quickly and fairly with complaints of discriminatory treatment.

2. Senior Leadership Team

- To lead the school in the implementation of the policy.
- To review and update the policy regularly.
- To ensure that this policy has a high status within the school.
- To liaise with the Governing Body on the outcomes of its monitoring.

3. Class Teachers and other staff

- To be informed of the key principles in the policy and ensure they are implemented effectively.
- To avoid any discriminatory treatment against pupils or other staff.

4. Inclusion Teaching Assistant

- to work with children who behaviour or attitude is causing concern, and to develop strategies with the child, and communicate this to all relevant staff.