

# **Wallsend Jubilee Primary: Accessibility Policy**

## Accessibility Policy

### Introduction

This plan has been written to ensure that Wallsend Jubilee Primary meets the necessary requirements for accessibility for disabled pupils as stated in the Equality Act 2010 and the SEND Code of Practice 2014.

### **Wallsend Jubilee Primary School recognises its duty:**

- Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services.
- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an accessibility plan.

### **Wallsend Jubilee Primary aims to:**

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

Definition of Disability under the Equality Act 2010 states that a person has a disability if:

***"They have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities".***

This definition includes people with: hearing or visual impairment, cerebral palsy, muscular dystrophy, mental health issues, incontinence, ADHD, ASD, downs syndrome, cystic fibrosis, asthma, diabetes amongst others.

Our school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges.
- Responding to pupils' diverse needs.
- Overcoming potential barriers to learning and assessment for individual groups of pupils.

### **The purpose of this plan**

At Wallsend Jubilee Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We believe everyone should be happy, safe and reach their full potential. We encourage resilience, collaboration and self-worth, providing everyone with the skills they need to fulfil their dreams.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We acknowledge that there may be times when this is impossible or inappropriate, despite our best efforts.

### **Main Priorities**

- a) **Improving education and related activities:** Jubilee will seek and follow the advice of LA services, such as specialist teacher advisors and SEN advisors, and of appropriate health professionals.
- b) **Improving the physical environment:** Jubilee will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.

### **Contextual information**

Wallsend Jubilee is a highly inclusive school made up of a single storey building for EYFS, Key Stage 1 and Key Stage 2. The building is fully accessible to the whole school community. There are centrally placed disabled toilets, on the same level as the classrooms, hand rail supports and adapted tap. The main entrance to the school has a ramp for access to wheelchair users as does the Early Years foundation stage entrances. Internal doors are wide enough to accommodate wheelchairs.

### **Information about the school's disabled population**

The school has children with a range of physical disabilities and moderate and specific learning difficulties.

At Present we have no wheelchair dependent pupils. However we do have a few children who, at times, may need to use a wheelchair e.g. on school trips.

Nursery Visits are undertaken for all children beginning Reception; if any additional needs have been identified further visits with a clear SEN focus are planned. The LA and health advisers are contacted for support and guidance.

Staff are trained in the use of epi-pens where necessary and several members of staff hold current first aid qualifications.

Transition meetings are held between class teachers each year. A thorough system of reviews takes place for children on the SEN register and those who have disabilities. Where children have significant health problems, all appropriate adults are informed.

### **How appropriate is the current provision?**

Staff are highly aware, by effective communication, of the issues faced by disabled pupils and act to resolve them, e.g. adapting the timetable, lesson content and presentation of resources to ensure better accessibility, planning visits and clubs which are inclusive.

### **Targets for 2017 - 2020:**

- Increase confidence of staff in differentiating the curriculum to ensure all pupils participate in the whole school life.
- Educational visits to be accessible to all, so pupils can enjoy wider experiences.

### **Monitoring and Reviewing**

This policy will be reviewed annually or earlier if necessary.

This policy was reviewed by Governors on:

### **Signed:**

Name: David Harrison (*Headteacher*)      Date: December 2019

Name: Margaret Scott (*Chair of Governors*)      Date: December 2019