

Wollescote Primary School



Accessibility Policy

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Accessibility Policy



The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled people in all areas of life: including education. It is unlawful for a school to treat disabled people unfavourably.

Under this Act, a person has a disability if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to perform normal day-to-day activities. Unfortunately, treatment could include direct discrimination, indirect discrimination, discrimination arising from a disability and harassment. The Act contains further guidance on the meanings of these definitions.

In addition the Special Educational Needs (SEN) Code of Practice gives practical guidance on how to identify and assess children with Special Educational Needs. Since 1st January 2002 Local Educational Authorities and schools have been obliged to take account of this Code.

Wollescote Primary School comprises of 3 buildings – a single storey block and two split level blocks. The sloping nature of the site means there are a number of internal steps. Whilst the Equality Act does not require schools to change their premises, it does require long-term plans to be made for improving access to the premises.

Wollescote Primary School is committed to providing all children every opportunity to achieve their potential in every aspect of school life. When a request is received from parents or the Local Authority for a pupil to attend the school, professional advice from Support Services and other relevant professionals will be sought, when necessary, to enable an assessment of the individual's needs to be made. This will include access to the various parts of the school and the requirements of the National Curriculum and Early Years Foundation Stage. Parents and carers of pupils with disabilities will be consulted to identify, and where possible, remove any obstacles to learning. Such obstacles could include physical, sensory or learning difficulties, emotional or social development, as well as the learning environment experienced within the school.

The staff at Wollescote Primary School value pupils of different abilities. The National Curriculum and Early Years Foundation Stage will be implemented to meet the specific needs of individuals and groups of children by:

- setting suitable learning challenges, including individual education plans (IEP) and group education plans (GEP),
- responding to children's diverse learning needs,
- overcoming potential barriers to learning for individuals and groups of pupils, by accessing adult support, intervention programmes, tailored speech and language therapy programmes, use of Information and Computer Technology (ICT) and visual aids,
- ensuring individuals are able to access other curricular opportunities outside the National Curriculum such as school trips, after school clubs, Forest School, special events and sports days.

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When planning their work, the staff will take into account the abilities and needs of all the children and provide differentiated work accordingly. This may involve modifying learning objectives, teaching styles and access strategies.

Monitoring of progress will be carried out by class teachers, the Headteacher, SEN Coordinators and Literacy/Numeracy Advisers as appropriate and used to inform future planning of provision to meet each individual's needs. This could include applying for examination concessions when appropriate.

Most written information is presented in different formats to make it accessible. This includes:

- differentiation of class work and homework tasks
- visual presentation of information and timetables
- use of appropriate fonts and font sizes.

This Accessibility Policy will be:

- reviewed by the Premises Governors every 3 years who will make appropriate recommendations to the Governing Body,
- shared with all members of staff,
- available from the school website.

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Review and Monitoring

This Policy is monitored and reviewed every three years by the premises governors committee.

Date Ratified by Governing Body:

Signed by Chair of Governors: