DUNSTONE PRIMARY SCHOOL

Accessibility and Access Policy

Issued   March 2016

Review Date   March 2019

Rationale

This policy is to improve access and accessibility to all aspects of education at Dunstone Primary School, through reviewing current practice and removing barriers for all learners within the school community

Aims

To ensure the school is truly inclusive to all members of our community, we will:

- Value all learners equally.
- Overcome barriers to learning for all pupils.
- Promote an inclusive philosophy within the school as part of our modern British values of mutual respect and tolerance.
- Ensure all pupils have an equal opportunity to participate in all school activities.
- View all disabilities as an opportunity to promote support and understanding.
- Review policies and practices so they reflect the diversity of our pupils.

Terminology

The term 'disabled' is defined in the Equalities Act (2010) and refers to a physical or mental impairment that has a substantial and long-term negative effect on the ability to do normal daily activities.

Access Statement	Evidence of compliance	Further Action Needed
1. Facility Access		
1.1 Size and layout of school allows access for all pupils. This includes: • All classrooms • Computing Suite • Assembly Hall • Playgrounds • Library • Intervention Rooms • Toilets	All buildings and grounds are accessible to all pupils.	
1.2 Pupils who use wheelchairs are able to move around the school without encountering barriers to access	Disabled toilet Lift to 1st floor rooms Ramps provided	
1.3 Pedestrian and vehicle routes are appropriately signed and risks are minimized for all users.	Disabled parking bays provided Paths clear of obstructions and ramps available where required	
1.4 Emergency and evacuation alarms are audible in all school buildings	Audible alarm system Escape routes identified Regular emergency drills	Visual alarm for pupils with hearing impairment
1.5 All pupil and staff areas provide adequate lighting.	All lighting sources checked and replaced when necessary Emergency lighting checked periodically	
1.6 All school signs and display boards should be designed with the needs of people having visual impairment, epilepsy or autism, in mind.	All signs conform to expected standards Displays are sensitive to pupil needs	

Access Statement	Evidence of compliance	Further Action Needed
1.7 All school rooms should be designed with the needs of people having hearing impairment in mind.	Seating plans meet pupil needs	
1.8 All school rooms should have facilities and furniture to match the needs of the pupils and staff using that room.	Tables, chairs and other furniture is appropriate to the age of the pupils	
1.9 Classrooms are organised to meet the needs of disabled pupils.	Clear routes of access Seating plans meet pupil needs Resources accessible to all pupils	
2. Curriculum Accessibility		
2.1 Lessons provide opportunities for all pupils to achieve.	Planning scrutiny and lesson observations show evidence of inclusivity and differentiation Intervention provided for pupils needing additional support	
2.2 Lessons are responsive to pupil diversity.	Planning scrutiny and lesson observations show evidence of diversity	
2.3 Lessons will provide opportunities for individual, group and whole class work.	Planning scrutiny and lesson observations show evidence of individual, group and whole class work.	
2.4 All pupils will have the opportunity to engage in all subjects, including physical education.	Planning scrutiny and lesson observations show evidence of all pupils engaging in all subjects	

Access Statement	Evidence of compliance	Further Action Needed
2.5 Resources are available to ensure pupils with disabilities have appropriate access to computer technology.	Access to terminals is unrestricted. Software provided for individual disability needs	
2.6 School trips are accessible to all pupils.	School trip planning includes consideration for the inclusion of pupils with a disability	
2.7 The school will liaise with external agencies to ensure any additional aids for disabled pupils are identified and supplied.	School liaises with specialist schools and external professional to ensure school facilities compliment pupil needs	
3. Staff Training		
3.1 School staff have a range of skills to support the needs of pupils having a variety of disabilities.	Training needs are identified and undertaken where a specific skill is required.	
3.2 All staff will take into consideration the needs of pupils who have specific disabilities requiring additional time and effort	Tasks and activities planned by staff reflect the barriers encountered by pupils with disabilities.	
3.3 All staff will have high expectations for all pupils	All pupils' progress is monitored termly to ensure progress	
3.4 All staff will seek to remove all barriers to learning and participation.	Classrooms and activities organised by staff are inclusive for all pupils.	

Access Statement	Evidence of compliance	Further Action Needed
3.5 The school will ensure all lessons and meetings are presented in a format that is accessible for the attending audience.	All communication is tailored to match access needs of the audience	

Approved by: Governors

Recorded on: Full Governors Meeting Minutes