

Danby CE VC Primary School Accessibility Policy and Plan

Effective Date:	February 2020
Date Due for Review:	February 2023
Approved By:	The Governing Body
Approval Date:	19 th March 2020

Our School is a Voluntary Controlled Church of England Primary School. As such this policy is underpinned by our Christian Values and is in accordance with our Vision Statement.

Danby CE VC Primary School is an inclusive school committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to the values of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness of difference within the school.

Context: Danby CE VC Primary School currently has 32 pupils on roll. There are two mixed age classes based on an admission number of 10 per year group. Pupils come from the immediate villages of Ainthorpe and Danby, some from neighbouring villages and some from as far away as Moorsholm and Liverton.

We currently have a number of children with SEND and the headteacher is the SENCO. We work closely with a variety of professional bodies to provide specialist support to our children when needs are identified.

The school building was built around 1860 and has two main classrooms and one learning space at ground floor level. There are two entrances to the main building via the school gates, none of which have steps. There is an accessible entrance round the back of the school with an accessible ramp. The ground floor learning space is accessible from the main school building via the playground. A disabled toilet is available for use with fitted handrails. The upper rooms in the school are currently not accessible to disabled users. However, there is no provision upstairs that cannot be provided elsewhere in our school.

Our outside areas are flat based play areas which have good access should it be required.

Assessment procedures

Access to formative and summative assessment procedures are available to all pupils. Anyone with additional needs can (dependent on individual needs and necessary permissions) use a laptop, have an amanuensis, a reader, extra time or rest breaks during statutory tests, have a transcript made of their work.

Medication

The school has an Administering Medicines Form which is kept in the school office and is available on the school website. If pupils who have specific/long term medical needs they would be made known to all members of staff and a care plan would be put in place.

Bullying

We aim to provide a happy, safe and secure environment for all pupils in the school based on our Christian values of FRIENDSHIP, TRUST and RESPECT. We treat bullying as a serious matter and have a clear anti-bullying policy and procedures. Safeguarding Child protection arrangements are fully in place and reviewed regularly by staff and governors. The headteacher (Mrs Liz Orland) is the designated lead for Child protection and SENCO. Please see our Child Protection Policy for further details.

Pastoral Care

We are a small school with a high adult to child ratio. We have a nurturing family ethos that makes our children feel safe and they are comfortable to approach an adult if they feel worried or threatened in any way. We value our strong home –school relationships and encourage good liaison.

Health and Safety

The school has a comprehensive Health and Safety Policy and regular Health and Safety checks are made of the school site by a member of school staff, a school governor and our Health and Safety Officer (NYCC).

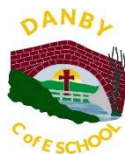
Inclusion

Danby CE VC Primary School practises equality of access and equality of opportunity for all its pupils, staff and visitors regardless of; gender, ethnic origin, religious belief, cultural background, ability or disability marital status or sexuality.

Accessibility Policy and Planning 2020-2023

Our Danby CE VC Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. This plan outlines the school's aims to increase access to education for disabled pupils by:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled



DANBY CE VC PRIMARY SCHOOL ACCESS PLAN 2020-2023

Access to the Physical Environment

Targets	Strategies	Timescale	Success Criteria
<p>1. School is aware of the access needs of disabled children, staff, parent/carers and visitors</p>	<p>A. Create access plans for individual disabled children as part of IEP process</p> <p>B. Enable staff and governors to alert the school to any access needs and make sure they are met in meetings etc</p>	<p>As required</p>	<p>Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs</p> <p>Raised confidence of staff and governors in commitment to meet access needs and better participation in meetings</p> <p>A mobile ramp is in place for access to the playground from the main entrance and one out of the back entrance to the school field.</p>
<p>2. Ensure that all disabled individuals can be safely evacuated.</p>	<p>A. Put in place Personal Emergence Evacuation Plans for all as required</p> <p>B. Develop a system to ensure all staff are aware of their responsibilities.</p> <p>Appropriate signage to be made/purchased and displayed</p>	<p>As required</p>	<p>Some areas have been carpeted to improve acoustics for hearing impaired children, staff and visitors,</p> <p>Wall and floor colours have been chosen to provide an obvious contrast to aid visually impaired children, staff and visitors.</p> <p>All disabled individuals and staff working with them are safe and confident in event of fire.</p> <p>Review arrangements for evacuating the Mezzanine.</p>
<p>3. There is clear signage for disabled access and toilet facilities</p>			<p>Routes and provision in school is obvious.</p>

Access to the Curriculum

Targets	Strategies	Timescale	Responsibilities	Success Criteria
1. Increase confidence of staff in differentiating the curriculum	<p>A. Inclusion/SEN Policy and Local Offer in place and in use</p> <p>B. Regular staff training in inclusive practices and resources including SEN</p>	Reviewed every 3 years	Headteacher	<p>Raised confidence of staff in strategies for differentiation and increased pupil participation</p> <p>There will be appropriate changes to the teaching and learning arrangements in the school</p>
2. Ensure all staff are aware of disabled children's curriculum access	<p>A. Set up system of individual access plans for disabled children</p> <p>B. Set up system for information to be shared with appropriate staff</p>	As required	Headteacher	<p>Classroom organisation is accessible and well signed</p> <p>All staff work from a disability equality perspective</p>
3. Ensure all staff have undertaken disability equality training. Headteacher to disseminate via Equalities Scheme, shared with staff	<p>Equalities scheme in place, staff and governors aware of scheme</p>			
4. Ensure quality and appropriate resources are available including IT and App resources	<p>Review provision in school for individuals as required.</p> <p>Enable staff training for specialist resources as required</p>			<p>Children are able to access the curriculum through specialised resources.</p>

Access to Information

Targets	Strategies	Timescale	Success Criteria
<p>1. Review information to parents/carers/children to ensure it is accessible</p>	<p>A. Ask parents/carers about access needs when child is admitted to school – Prospectus Statement</p> <p>B. Be prepared to produce information in alternative formats e.g. large print, Braille, ensure other languages can be catered for</p> <p>C. Use of visual timetables and prompts for children in school</p>	<p>As required</p>	<p>All parents getting information in format that they can access e.g. audio format, large print, Braille</p> <p>Sign for other languages displayed in School</p> <p>Children know the timetable for their day/week.</p>
<p>2. Liaise with local Playgroups and other relevant pre-school providers.</p> <p>Liaise with sending school for pupils transferring from another Primary setting.</p>	<p>A. Visit the setting to see the children/ talk to parents and staff.</p> <p>B. Invite children into school before starting date – talk to parents.</p> <p>C. Make use of all information sent from previous setting to establish baseline and individual needs.</p>	<p>As required</p>	<p>Needs are known on entry.</p> <p>Child is fully included in relevant class.</p> <p>Appropriate targets are set.</p>