

Accessibility Policy



For I know the plans I have for you, plans to prosper you and not to harm you, plans to give you hope and a future. Jeremiah 29:11

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Chairs Signature:	See Paper Copy

Mission Statement of Nutgrove Methodist Primary School

Nutgrove Methodist Primary School strives to provide a caring environment in which every individual can achieve his or her full potential, without limits.

This is encompassed by our Bible verse For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future. Jeremiah 29:11.

To achieve this, we wish to create a happy, secure and purposeful culture throughout the school, which is conducive to learning and high standards, and is based on our Christian values, love, hope and respect.

Our school's motto and vision is 'My Best, Always, Everywhere' which is interwoven within our curriculum intent and design.

Safeguarding Statement

At Nutgrove Methodist Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Child Protection and Safeguarding Policy apply to all staff, volunteers and governor

Introduction

The SEN and Disability Act 2001 extended **The Disability Discrimination Act 1995 (DDA)** to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

The Plan sets out the Governors' proposals to increase access to education for disabled pupils in the three areas required by the planning duties set out in the DDA:

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

Current Accessibility Arrangements:

Admissions

A formal assessment under the 1996 Education Act can be undertaken if there is reason to believe that a child's educational needs are so significant or complex that some form of special provision needs to be made. Parents or a professional involved with the child can refer the child to the Local Authority for a formal assessment.

Parents are encouraged to contribute their views about the child's needs as part of the assessment. Advice is also obtained from the child's school, a medical officer, an educational psychologist and any other person whose opinion the parents or the Authority consider would be useful.

Parents are kept informed and consulted throughout the assessment process.

Following an assessment, the Authority may be required to make special provision to meet a child's educational needs. This may be in the child's mainstream school or in a special school. Copies of detailed information about each special school maintained by the authority may be obtained from the school concerned or from: The additional Needs Administration Service, Children and young People's Atlas House, Corporation Street, St Helens WA9 1LD

Access to Buildings and Classrooms In the main, all areas of the school are accessible by all children and their parents. These areas are detailed below.

Building	Features
Main building	<p>All classrooms have flat entrance and exits. All paths are free from restrictions and entrance from main school gate.</p> <p>There is the provision of a disabled toilet at the main school reception.</p> <p>Corridors are wide enough for wheel chairs to be used.</p> <p>Doors have low fitted handles.</p> <p>Shower Room –Set out as a wet room with unobstructed access.</p> <p>WESLEY ROOM – Access from staff car park. Path is wide enough for wheel chair access. Doors are wide enough for wheel chair access and toilet facility for all wheelchair/disabled users.</p>
Hall	<p>Main entrances are flat allowing for easy wheel chair access.</p> <p>Access to Kitchen Server is clear and suitable for wheel chair bound pupils.</p>
Playground	<p>KS2 Playground - Accessible for all pupils. Access is available via a slope.</p> <p>KS1 Playground –Accessible to all pupils through main KS1/FS entrance doors.</p>
Field Area	Accessible for all pupils through school and across staff car park.
Garden	Garden is not currently in use for children.
Entrance Paths	All clear of steps allowing easy access for all pupils and parents.
Trim Trail	Accessible via a wide perimeter path

Evacuation Procedures

See attached reference 1.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Education Plan for the pupil.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.

As a mainstream Primary School we cannot replicate the range of support and resources that a local authority can provide. However, the school has successfully supported pupils with a range of disabilities - hearing and sight impairment, physical disability and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's SEN Policy and guidelines on Assessing Children who may have Special Educational Needs.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The Individual Education Plan (IEP) for the pupil will address the issue, which will therefore be kept under constant review.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- Input from specialist (external) teachers
- Technological enhancements – teaching aids, ICT
- Adaptation of teaching materials

The school's ICT wireless network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.

In constructing the schools' timetable the school gives sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the school's SENDCO, teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or national qualifications.

The school's policy on Teaching and Learning incorporates advice for teachers on supporting disabled pupils. The school has an on-going program of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

Informal Curriculum

Pupils at Nutgrove Primary School have always been able to participate fully in the wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability. This has included

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's Individual Educational Plan or Care Plan.

The suitability of any event and the need for additional support is discussed fully with experts and parents in advance.

Information for Pupils and Parents

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.

Large print format materials are available when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as hand-outs, newsletters, homework etc., then the school will be happy to consider alternative forms of provision in consultation with the Local Authority.

Action Plans

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below are Action Plans which show how the school will address the priorities identified in the plan.

Action Plan Written Information and signage				
TARGET	STRATEGIES	OUTCOME	TIME SCALE	GOALS ACHIEVED
Written material for pupils available in alternative formats	Any children that need additional support or equipment to be addressed for individual needs as discussed with SENDCO.	Able to provide written information in different formats as and when required for individual purposes.	Ongoing	Continue to monitor
Make available school website, newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it (e.g. larger text etc.)	All school information available for all.	Ongoing	Continue to monitor
Health and Safety policy reviewed March 2021	Policy to be taken to Governors	All staff to be aware of Health and Safety requirements within school.	Policy updated March 2021	Update Annually
Emergency exit procedures (in conjunction with H&S policy)	Review existing provision. Update exit policies and lockdown procedures	All staff to be fully briefed on lockdown procedures and school emergency exit strategies.	Updated February 2021	Update when necessary
New Fire Doors	Ensure all new fire doors are able to open and shut securely and that there is still enough space for wheelchair access	SBM and Caretaker to check doors after installation	March 2021	

Management of the Plan

- The governors Resources Committee will be responsible for the strategic direction of the School's Accessibility Plan and be responsible for obtaining and allocating the funds needed to implement the priorities in the plan.
- The Head teacher and the Special Needs Co-ordinator will be responsible for the plans day to day implementation.
- Progress of the Plan's Priorities will be reported:

To the Full Governing Body at least once per year.
On the school website.

Appendix 1

FIRE EXITS

<u>FS</u>	Cloakroom Door (Assemble KS1)	<u>Front Offices</u>	Front Door (Fire Exit 1) Assemble KS1
<u>YR1</u>	Cloakroom Door Assemble KS1	<u>Rainbow Room</u>	Staff door (fire exit 2) Assemble KS1
<u>YR2 /Library</u>	Cloakroom Door Assemble KS1	<u>ICT Suite</u>	Main front door (Fire exit 1) Assemble KS1
<u>YR3</u>	Corridor Door (fire exit 4) Assemble KS2	<u>Staff Room</u>	Fire Exit 4 (assemble with own class)
<u>YR4</u>	Cloakroom Door Assemble KS2	<u>Kitchen</u>	Kitchen Fire Exit Assemble KS2
<u>YR5</u>	Cloakroom Door Assemble KS2	<u>Star Room and Shower room</u>	Fire exit 4 (assemble KS2)
<u>YR6</u>	Cloakroom Door Assemble KS2	<u>Disabled exit</u>	Fire exit 1, Fire exit 2 (car park) or Fire exit 4
<u>Wesley Room</u>	Entrance Door Assembly KS1		
<ul style="list-style-type: none"> ❖ If using the Hall please see lunchtime and assembly procedure ❖ Breakfast club, after school and PE Use Fire exit 3 (yr6 exit) and proceed to KS2 assembly point. 			

PROCEDURES

Routine procedures

Each day the Teacher/LA records the number of children and adults in the class on the white board, this is updated throughout the day.

On handing over the children at lunch the number of children is shared with MDS. Everyone should carry their safe guarding gate key at all times.

All fire exit routes should be clear at all times (coats and bags on pegs no obstructions in corridors or near fire doors) – this includes cloakroom

All adults including staff must sign in and out of the building daily one (signing in sheet at front office and back entrance hall these are discarded daily). Currently this is done via office staff due to Covid restrictions.

Procedures on hearing Fire Alarm

- ❖ Person closest to the Office phone calls 999
- ❖ Everyone stops working, everyone leaves the building quickly and quietly through the appropriate fire exit and proceed to their fire assembly point.
- ❖ The appropriate adult (i.e. teacher, LA or MDS) does a head count and informs their fire warden if there are any pupil or staff absences and who they are.
- ❖ All Classes to retrieve their laminated class list and take to assembly point
- ❖ Mrs Chamberlain to collect visitors and staff signing in sheet from front – Year 1 class representative to take staff sheet from rear door
- ❖ Mrs Prescott will collect Signing out book and inform teachers of who has left.
- ❖ Senior Staff to communicate with walkie talkies to and from KS1 and 2 re missing children and staff.
- ❖ Key for KS1 Safeguarding gate to be taken by office Staff

Procedures for returning to the Building

Only the Head Teacher will return to the building to look for any missing persons.

On verbal authorisation from Head Teacher at each fire assembly point for children and staff to re-enter the building quietly and sensibly via mobile phone through office staff and Headteacher.