



Corringham Primary School

(Including: Corringham Primary Pre-School and Speech and Language Enhanced Provision)

Accessibility Policy

2018/2019

Our shared vision:

Our aim is to make Corringham Primary School a caring, vibrant and viable School where all children can aspire to their full potential. The vision and challenge to raise standards in our school for every child. Across our school the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

The definition of disability is:

“A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.”

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

At Corringham Primary School this policy has been develop with the following guidance documents:

- Schools Disability Code of Practice
- Disability Rights Commission (DRC)
- SEN Code of Practice (DfES)
- DfES Guidance on Inclusive Schooling DfES
- National Curriculum 2000 Inclusion Statement DfES
- DfEE: Access for disabled people to School buildings (BB91)

Aims:

Corringham Primary School (CPS) aims to include all pupils, including those with disabilities, whether they are physical or learning, in the full life of the School. CPS strives to ensure that the culture and ethos of the School are such that, whatever the abilities and needs of members of the School community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

CPS governors have the duty to publish Accessibility Strategies and Plans and understand our duty under the Disability Discrimination Act ('95) as amended by the SENDA (2001) to ensure “from September 2002, it has been unlawful for Schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services.” The CPS Governors responsibility was further expanded through 'Accessible Schools: Planning to increase access to Schools for disabled pupils Issued to all Schools in June 2002 (DfES Publications)'

Our key strategies:

- Setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- By providing information for pupils with disabilities in a form which is user friendly by using language which does not offend in all its literature and make staff and pupils aware of the importance of language
- Planning the physical environment of the School to cater for the needs of pupils with disabilities
- Raising awareness of disability amongst School staff (teaching and non-teaching) through a programme of training
- Finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- Planning out-of-School activities including all School trips and excursions so that pupils with disabilities can participate
- By examining our library and reading books to ensure that there are examples of positive images of disabled people

We will achieve this by:

- Developing high self-esteem through a culture where everyone is listened to, valued, supported, respected and feels secure
- Embracing challenge and learning from experience even when things go wrong
- Offering an informative, interesting and vibrant environment which actively fosters a love for learning
- Being inclusive, whilst valuing the need for individuality
- Enriching children's perception of cultural diversity through developing a global awareness
- Motivating children with a broad, rich and inspiring curriculum
- Developing a culture of respect for others and self through establishing clear expectations and boundaries

- Fostering effective and rewarding partnerships through clear communication at all levels
- Ensuring a spiritual and emotional awareness of the whole self
- Creating a vibrant and interesting School where children, staff and parents develop a passion for learning

The Scope of the Plan

This plan covers all three main strands of the planning duty:

1. Improving the physical environment of School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.

This strand of the planning duty covers aids to improve the physical environment of the School and physical aids to access education.

- The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture
- Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems
- Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils
- At CPS the provision of a special piece of equipment or extra assistance will be made through the SEN framework and to a lesser extent through the planning duty which applies to all Schools. The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the general school population
- All adjustments need to be deemed reasonable having given consideration of the needs of the individual *as well* as those of the general population
- Considerations will be made for the current and future population of the School.

2. To Increase the extent to which disabled pupils can participate in School's

curriculum.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum.

- It covers a range of elements including ensuring that teaching and learning is accessible through School and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training; for instance enlarged font worksheets, differentiated and graduated approaches to literacy (full details of which are available in the SEND policy)
- Schools are expected to plan to improve progressive access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that Schools are planning and preparing to respond to the particular needs of individual pupils

3. Improving the delivery of information to pupils, parents and other stakeholders with disabilities.

This strand covers planning to make information normally provided by the School in writing to its pupils and parents accessible.

- This may include alternative formats such as braille, audio tape and large print and also the provision of information orally, or via ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents'/carers'/ stakeholders preferred formats