

Brooke Voluntary Controlled Church of England Primary School

Accessibility Policy



February 2017

Date for full implementation - February 2017

Date for review - February 2020

Cycle – Every 3 years

1. Introduction

The Equality Act 2010 defines a disabled person as: someone who has a physical or mental impairment which has a substantial long term adverse effect on his or her ability to carry out normal day to day activities.

2. Admissions

The local authority is the admission authority. Following local authority policy Brooke VC C of E Primary School ensures that admission arrangements do not discriminate against a disabled person.

It is, however, the duty of the school to ensure that parents are aware of potential difficulties that a child with a physical disability may encounter in the school environment.

3. Education and associated services

1. The school takes reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to non-disabled peers.
2. In considering what is reasonable the school takes account of the need to maintain academic standards in relation to:
 - School budget situation
 - The practicalities of making adjustment
 - Health and Safety factors
 - The interests of other pupils
3. All reasonable steps are taken to ascertain disabilities of pupils. Consultation with parents determines strategies to support disabled pupils within school. Relevant information is passed on to staff to ensure staff awareness.
4. Staff INSET on particular issues is arranged as appropriate to ensure staff awareness e.g. use of Epi-pen, asthma, epilepsy and ADHD and Aspergers Syndrome. Staff INSET on other medical conditions will be provided if a pupil with such a condition is admitted to the school.
5. No pupil is discriminated against by excluding him/her because of his/her disability. However, this does not preclude a pupil from exclusion when this has occurred because of unsafe or unacceptable behaviour.

4. Accessibility of school buildings

1. All areas of the school building have disabled access.
2. The school has disabled toilet facilities for children and adults including a wet-room shower area.
3. The school building does not have a hearing loop system.
4. The school has no facility for those who may be blind or partially sighted.
5. The grounds are accessible to wheelchairs.

5. Curriculum

Brooke VC C of E Primary School is committed to ensuring equality of curriculum access for all its pupils. This includes a commitment to:

- a) An appropriately differentiated curriculum. Wherever possible a child remains with their peers, but the school recognises that in certain cases, it is in a child's best interests to occasionally be taught out of his/her class. Advice from parents/carers and other agencies is always sought in such circumstances.
- b) Ensuring that children with SEN are identified early and support for these children is targeted effectively to meet their needs.
- c) Recognise "the whole child" in terms of the development of social skills and provide an environment that nurtures a child's personal and emotional well-being.
- d) Recognise that the learning environment must be appropriate for a child with complex needs including those on the autistic spectrum and those diagnosed with ADHD. At times these children need a quiet, calm, neutral environment that can be at odds with a lively, stimulating, colourful school classroom. At such times, these children may need to be taught in a separate area.

6. Hearing and visually impaired pupils

The school is committed to addressing the needs of visually and hearing impaired pupils. In the event of the admission of pupils with these disabilities, advice from the County Sensory Support Team (and other agencies as appropriate) will be taken with regard to strategies and resources needed.

The school is committed to improving the acoustic conditions for all pupils insofar as:

- a) All classrooms are carpeted.
- b) Blinds and curtains are placed where they are needed.
- c) All new refurbishments will take into consideration lighting, colour schemes and acoustics

Where the school attempts to meet specific pupil needs, an approach will be made to the F7 Cluster SEND contingency resources.

The school responds to the needs of pupils on roll as appropriate. The school will continue to liaise with a child's previous school to ensure that planning and provision is in place for any child due to be admitted.

This is a working document. The school continuously seeks to develop and improve its services to its pupils and to the community.