

Accessibility Policy



**'To Lift Ourselves and Others into our Best Future' 'I godi'n hunain a phawb
ar gyfer dyfodol disglair'**

Policy Written	December 2017
Review Date	December 2019

Accessibility Policy

This policy is a	School Policy using LA/WG guidelines
This policy is	Statutory Document
Leader	Jo Davies
Link Governor	Christine Roberts, CoG

Reviewed in December	December, 2017
Next Review Date	December, 2019

This policy has been produced from guidance supplied by Newport City Council Human Resources Department.

The school recognises the duties placed upon it by the SEN and Disability Act 2001 in relation to disabled pupils and prospective pupils. It actively seeks not to treat disabled pupils less favourably and takes reasonable steps to avoid putting them at a substantial disadvantage.

Alterations to our building were designed to provide access to all pupils and visitors to the school.

Current Provision

- Ramps are located at both Lower Building entrances/exits

Ramps are located at one of the Upper Building entrances/exits/ the fire exit door. The second entrance/exit to the upper building is negotiated by a series of steps.

There is no car parking within the school grounds

The two school to road entrances/exits do not have a lowered kerb. The lower school exit is used daily by the Schools Meal Service but apart from this the upper school road to school entrance/exit is kept locked and used only in emergencies. Adjacent to the lower school entrance/exit there are double entrance/exit gates that can be used as a disabled entrance/exit.

- There are no automatic opening/closing doors within the school or corridor fire doors. All entrance/exit doors and classroom and office doors are of sufficient width to allow the passage of wheelchairs.

Clytha Primary School Accessibility Policy

- There are toilet facilities for the disabled in both buildings.
- The colour schemes for the whole school have been selected with the needs of the visually impaired in mind, door frames and doors are of a darker colour than the classroom and corridor walls.

Curricular Provision

The school endeavours to ensure that all pupils, including those with disabilities are able to take part and have access to the full range of curricular activities. In addition to the building adaptation described above:

The school employs, when required, additional Teaching Assistants (TAs) for children with disabilities.

There are a number of permanently employed Teaching Assistants who provide support for children with a variety of needs; including speech and language and specific learning difficulties.

A range of specialist equipment is provided on the advice of external agencies to help disabled pupils participate in lesson activities.

Venues for educational visits are carefully chosen to ensure that there is access for disabled pupils, with TAs assigned to accompany them.

Risk Assessments are carried out for each disabled child on their entry to school. These ensure that the child has full access to classroom activities and lessons.

General Provision

The school endeavours to ensure that all pupils, including those with disabilities, are able to take part in all school activities. In addition to those described above, children with disabilities are always included in activities such as school assembly, when wheelchair space, especially adapted chairs, appropriate placement, individual support etc is provided.

Teachers organise their classrooms to ensure that they are accessible to all. In this way pathways around classroom furniture enable access and provide space to manoeuvre. Carpet areas are large enough to enable inclusion. Within the school there are a variety of height tables / chairs that can be used to enable children to work at the required height. The advice of the Occupational Health Service is sought when considering appropriate classroom furniture. Classes meet the needs of children with hearing and visual impairments.

Staff Training/Development

The training/development needs of staff are identified and provided for as part of the school's Staff Development Programme. In relation to those staff who work closely with pupils with disabilities, particularly Teaching Assistants, a range of training has been provided over the last few years, including that in Manual Handling, First Aid, Dyslexia Awareness, ASD, Hearing Impairment, Epilepsy, Anaphylaxis, Adverse Childhood Experiences Awareness and TEAM TEACH. We are also a 'Nurturing School' and a Dementia Friendly School.

Clytha Primary School Accessibility Policy

In addition, the school works closely with and utilises the specialist services and expertise of external agencies, to help to ensure that disabled pupils are able to access the curriculum, e.g. Visual Impairment Service, Hearing Impairment Service, SpLD Service, ASD specialist and Diabetic/Phenylketonuria(PKU)/Anaphylactic Shock/Epi Pen specialist nurses etc.

Equality Statement-Our Vision for Equality and Community Cohesion

We seek to remove barriers to learning with an engaging curriculum and delivery that will use the best of innovative educational practice and enterprise to transform teaching and learning. Our school vision is - *‘to share with and inspire all with our passion for teaching and learning. Igniting a love of learning in all and influencing and empowering others to create and develop environments and opportunities where learning is a joy and it is a joy to engage.’* This vision upholds our mission statement at Clytha which is - ‘To lift ourselves and others into our best future.’

These are blended into our moral purpose at Clytha, which is to ensure that our school meets the needs of all learners and is joyous. We are committed to the equality of opportunity and access for all our learners and to eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equalities Act, 2010. We further recognise the 9 protected characteristics as detailed in the Act. We will advance the equality of opportunity between all learners and ensure good relationships between all our learners and our stakeholders.

Future Development Priorities

Staff to develop WG ‘Adverse Childhood Experiences’ programme across the school.

Staff awareness of Specific Learning Difficulties to be developed following training.

Staff to embed ‘Boxall Profiling’ in school.