

'Be the best that we can be'

Introduction

At Whitkirk Primary School we are committed to ensuring that all children regardless of disability, age, gender or race have full access to all aspects of school life and achieve their full potential. We endeavour to provide an accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are also committed to challenging negative attitudes about disability and proactively developing a culture of awareness, tolerance and inclusion.

The Special Educational Needs and Disability Act (SENDA) 2001 sets out that it is unlawful to treat a child with a disability less favourably for reasons relating to their disability. Reasonable adjustments for disabled children should be made, so that they are not at a substantial disadvantage.

Our school has a number of children with a wide range of disabilities. Reasonable adjustments and continued adaptations are made to ensure they all have equal access to all aspects of school life. This includes all aspects of our curriculum and enrichment activities.

Definition of Disability

Disability is defined by the Equality Act 2010:

A person has a disability if -

- (a) the person has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on person's ability to carry out normal day-to-day activities.

This definition can include a wide range of physical and mental impairments such as:

- Dyslexia
- Autism Spectrum Disorder (ASD)
- Speech, Language and Communication Needs
- Attention Deficit Hyperactivity Disorder (ADHD)
- Developmental Delay
- Visual Impairment

These impairments can affect their ability to carry out activities due to:

- mobility
- manual dexterity
- physical co-ordination
- memory

- concentration and sustained attention
- anxiety

Responsibilities

Whitkirk Primary School welcomes its responsibilities under the SENDA (2001) and the Equality Act (2010) and recognises the need to:

- promote equality of opportunity between disabled and non-disabled people;
- eliminate discrimination against children because of sex, race, disability, religion or belief and sexual orientation;
- eliminate harassment of disabled persons that is related to their impairments;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- study role models which include diversity and disability.

Contextual information

Outside

There are two external entrance gates for pedestrians, one of which runs alongside the one vehicle access (Templegate Walk) road. Disabled parking is available. Paths around the site have a combination of slopes and ramps making most areas accessible for wheelchair users. The play areas are all fenced off from the car park. Car park and access routes are well lit with signage. Our before and after school club is accessed externally and situated on the ground floor.

The East Specialist Inclusive Learning Centre (SILC) Partnership at Whitkirk has its entrance on the ground floor and is accessed via a ramp.

There is a private nursery on site which is accessed externally and situated on the ground floor.

Inside

Access to the interior of the building is varied. The main entrance, the hall and the two corridor entrances have sloped access and double doors. The main entrance area is spacious with seating provided. Most external classroom doors are single door only.

The East SIC Partnership has a teaching and learning unit and care facilities on the Whitkirk site. The unit also have a passenger lift.

Aims

We aim to:

- increase access for disabled pupils to the school curriculum
- improve and maintain access to the physical environment
- improve the delivery of written information to disabled pupils and their families

Increasing the extent to which disabled pupils can access the school curriculum

- Ensure that curriculum planning and delivery meets the needs of all groups of children in school and removes barriers to learning.
- Provide Continuing Professional Development (CPD) for all staff on disability awareness and access specialist training from outside agency professionals for those supporting pupil with a specific difficulty.
- Ensure access arrangements are made for pupils taking part in informal and formal assessments.
- Provide specialist or auxiliary aids and equipment which may assist children with access to the curriculum.
- Provide visual supports, adapted resources and specific ICT programmes to improve access to learning opportunities.
- Ensure that seating arrangements for activities, such as assemblies, visiting speakers and special events, enable disabled children to be fully involved.
- Provide equal access to our extra-curricular activities, educational visits and residential trips.
- Promote links with other schools by attending inclusive events for children with special educational needs and disabilities (SEND).
- Placing emphasis on the use of positive disabled role models and including references to and images of disabled people in the curriculum.

Improving and maintaining access to the physical environment

- Alterations to the building take into consideration the needs of disabled children and are compliant with existing building regulations.
- Making space available for professionals, such as the Visually Impairment Team, Deaf and Hearing Impairment Team, Occupational Therapists, Physiotherapists, Speech and Language Therapists and Counsellors so they can provide our children with appropriate support.
- Evacuation chairs in place.

Improving the delivery of written information to pupils, staff, parents/carers and visitors with disabilities

- Provide written information differently, for example, visual symbols, simple language, large print or Braille.
- Ensure information is presented in a user-friendly and accessible way free from confusing abbreviations.
- Check written information preferences expressed by staff, parent/carers and visitors, for example, paper format, text or email.

Accessibility Action Plan

To complement and support this Accessibility Policy an Accessibility Action Plan (Appendix 1) has been written to outline how we intend to improve access to education for our children with disabilities, staff, parents/carers and visitors to school.

Contacts

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