

Haddenham St Mary's CE School



ACCESSIBILITY POLICY

Admission

Prior to the admission of any child with specific accessibility requirements a full assessment will be undertaken, including site visits to their present pre-school provider, to ascertain the nature of their requirements. The assessment will involve the child, the parents / carers, the Local Authority and school staff.

Where current facilities are not suitable the school and the Local Authority will agree the appropriate action to be taken, the timescale for delivery and the funding source to be used for providing this.

Physical Access

The original school buildings are over 30 years old. The staff PPA room, staffroom and staff toilets are located on the first floor which is only accessible via a stone staircase. No children need to access this level.

More recent additions of the Eco Lodge, Blue Room and Chuf extension have been built with access considerations.

The new Key Stage 1 wing with 4 classrooms has disabled access via the school car park and school field entrances.

Current arrangements include:

- Ramp access to front doors leading to school reception and through this access to the ground floor level and school field (through ramp access at rear of hall).
- Kerbs have been lowered on various paths to enable external access to the field from the driveway, and to improve access around the site generally.
- Disabled toilets are located in the school reception area, the new Key Stage 1 wing and the Eco Lodge.
- The area utilised by CHUF pre-school also has disabled toilet facilities.

The school will continue to respond to changing needs as necessary.

Additionally, all new building and refurbishment plans will take account of providing suitable access in conjunction with Bucks County Council.

Curriculum Access

Where possible we will ensure that students have access to all curriculum areas. This may involve the support of a Learning Support Assistant where needed. For example, every effort will be made to make school visits and journeys possible by a suitable choice of venue to minimise risk and by forward planning to ensure that all pupils can gain best value from the experience.

When planning their work, the staff will take in to account the abilities and needs of all the children and provide differentiated work accordingly. This may involve modifying learning objectives, teaching styles and access strategies.

Training

Staff are regularly updated as to the needs of specific pupils.

Teaching Assistants (and where required teachers) have been given specific training to fulfil their role and this is repeated as required.

Members of staff, both teaching and support, have been trained to provide onsite first aid when required and request medical assistance if needed. Training is updated every 3 years as a minimum. Staff also have regular asthma and anaphylactic shock training.

Information and Communication

Depending on the specific problem, alternative forms of information will be provided for users as appropriate. For example:

- Signing facilities will be provided at parents evenings for those with hearing impairment if required
- The school website will accommodate those with particular requirements, eg font style and size
- Information provided by the school will be in a suitable format for specific parents/ carers when requested
- If needed pupils will be able to record work in digital format rather than written form

Responsibility for monitoring and review

All staff and Governors have a responsibility to monitor and review accessibility needs. This policy will be evaluated and reviewed as a minimum every three years to ensure its continued validity.