

Accessibility Policy

Introduction

At Pear Tree Community Junior School we aim to work in partnership with parents, carers and the community in order to provide:

- The maximum opportunity to succeed.
- Equal opportunities for all.
- A sound spiritual and moral framework.
- High quality teaching.
- A secure and well-disciplined environment.
- Partnership with parents and the community.
- A broad and balanced curriculum.
- A vision for the future.

The Definition of Disability

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 long-term and substantial effect on pupils' everyday lives.

Aims of the Accessibility Policy

Pear Tree Community Junior School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to achieve this include:

- Having high expectation of all pupils.
- 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 are able to participate fully.
- Establishing an 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.
- Raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training.
- Providing written information for pupils with disabilities in a form which is user friendly.
- Ensuring that our library and reading books provide positive images of people with disabilities.

- Working in close liaison with outside agencies and taking their advice where necessary.

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

- i) *Improving the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services.*
- ii) *Increase the extent to which pupils with disabilities can access and participate in the school's curriculum.*
- iii) *Improving the delivery of information to pupils with disabilities.*

i) Improving the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services.

Visitors and school members on foot or using vehicles access the grounds via an intercom with the School Office. The School Office can then release the locked gates for the visitor to gain access. As the visitor / pupil / parent / carer has verbal contact with the office through the intercom they can request assistance is necessary.

The car park has two dedicated disabled spaces nearest to the pathway leading to the main entrance.

The gates and car park are linked to the main entrance by paved walkways. The main entrance door is accessed by an automatic door. The main office and the school hall are equipped with a hearing loop for the hard of hearing.

The stairs have florescent strips on each edge for the visually impaired and all stairways have handrails.

All corridors and doors throughout the school are wide enough to accept wheel chair users. Doors along corridors are able to be held open and close automatically when the emergency fire bell activates.

The ground floor has a disabled toilet and in each pupil toilet one cubicle is a designated assisted toilet.

All classrooms are fitted with blinds in order to regulate direct lighting, especially useful for those who are visually impaired.

Specialist ICT equipment, such as enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs, and also specialist pens and pencils etc, will be supplied in conjunction with the Special Needs Teaching Service as and when the needs arise

Increase the extent to which pupils with disabilities can access and participate in the school's curriculum.

All teaching staff have access to training on disabilities and teaching pedagogy. Both these aspects of training include how to ensure that every pupil can access and participate in the curriculum. Aspects the training cover includes: organisation of the classroom, classroom management, support within the classroom. Support for children with disabilities is usually organised, supported and monitored by the SENCo. SEN and 121 support is allocated according to need. Some children access this support at various times during the year, term, week or day according to their need, others with more needs have one to one support allocated throughout the day. All timetables are available from the SENCo, with regard for the Data protection Act. How support should be allocated and the way in which support is used once allocated is affected by the advice given by outside agencies and discussed with senior managers in the school. When pupils present with disabilities not catered currently for within the school, the SENCo and senior managers have the ability to respond to the new changes on advice from outside agencies.

Improving the delivery of information to pupils with disabilities.

Pear Tree Community Junior School endeavours to ensure that all communication with parents and pupils take into account the varying disabilities we encounter. In the current situation the office and two classrooms are equipped with hearing loops.

Should Braille or other means of communication be needed equipment can be loaned from the Special Needs Teaching Service.

The school endeavours to communicate with all parents and carers and supply information taking into account the pupil's or parents disabilities and their preferred formats of communication within a reasonable time frame.

Factors that will be taken into account when drawing up the Accessibility Plan:

- Induction and preparation for entry to the school
- Access to the physical and sensory environment
- Accessing the curriculum
- Teaching and learning
- Classroom organisation
- Timetabling
- Grouping pupils
- Deploying additional support
- Homework
- Access to school facilities
- Activities to enrich and support the curriculum
- School clubs and activities
- School sports
- Breaks and lunchtimes

- Serving school meals
- Interaction with peers
- Assessment and exam arrangements
- School discipline and sanctions
- School trips
- The school's arrangements for working with other agencies
- Procedures for acquiring expensive specialist equipment
- The school's arrangements for working with parents
- Preparing pupils for the next phase of education:
 - Between key stages
 - Between phases
 - Moving to secondary school

Training

- Induction for new staff
 - Disability awareness training for all staff
 - Disability awareness training for pupils
- Staff training on inclusion