



LILLINGTON NURSERY & PRIMARY SCHOOL ACCESSIBILITY POLICY

Rationale

The School has a duty to ensure:

- Disabled pupils and staff can fully participate in the school curriculum
- The physical environment of the school supports and increases the extent to which disabled pupils and staff are able to take advantage of all school services
- That physical and learning environments can be reasonably accessed by disabled pupils and staff to meet their needs

An Accessibility Policy is in place to ensure that school:

- makes every child, staff member and visitor feel welcome
- values all pupils and staff members equally
- has high expectations of all pupils
- removes all barriers to learning and participation
- increases school accessibility for all pupils, staff and visitors

Governing Body/SLT Responsibilities:

- The physical environment of the school is monitored by the Resources Committee to ensure that all reasonable adjustments are being made to this end.
- An accessible curriculum is monitored by the Performance and Standards Committee, who liaise with the Inclusion Leader and the Headteacher.
- Staff training and awareness is monitored by the HeadTeacher.
- The governing body is responsible for ensuring that Performance and Standards & Resources Committees' terms of reference are reviewed to reflect these responsibilities and that they are included on committee agendas.

Broad Guidelines

A disabled pupil or staff member can be discriminated against on two ways:

1. By less favourable treatment (there are situations where there may be a reason for less favourable treatment i.e. if a reasonable adjustment is not possible, or would not make a difference to the outcome, then less favourable treatment for a reason related to disability can be justified, if the reason for the treatment was material and substantial.)
2. By the School failing to make a 'reasonable adjustment'. Schools may be guilty of discrimination if they fail to take reasonable steps which lead to disabled pupils or staff and prospective pupils or staff being placed at a 'substantial disadvantage' or treated unfavourably compared to non-disabled pupils or staff.

Vision Statement:

Lillington Nursery and Primary School LNPS

L - learning

N - nurturing

P - perseverance

S - succeeding

At Lillington Nursery and Primary School we endeavour to provide quality education for every child within a caring, stimulating environment where all members of the school community are valued and encouraged to reach their full potential and experience success.

We are committed to develop a common sense of purpose and shared responsibility between children, parents, staff and governors.

At Lillington we aim to:

- Foster confidence and independence in the children within a stimulating, secure and happy environment.
- Provide quality-learning opportunities, which allow the development of the children's full intellectual, physical, spiritual and emotional potential.
- Encourage children to become co-operative and willing members of society, fostering positive social attitudes and being responsible members of, and positive contributors to, the world in which we live.
- Develop in all members of the school community, self-esteem, a sense of mutual respect and sensitivity to the needs of others.
- Recognise and value the contributions that parents, carers, governors and other members of the community can make.
- Support the personal and professional development of all the staff.
- Create an atmosphere where all staff are valued and appreciated.

Learners Inclusion:

Equal provision for all groups of learners is a very important aspect of our school. At Lillington we offer quality first teaching and in addition our regular pupil progress reviews enable us to use our resources to put interventions into place to successfully meet needs of all learners.

We have a team of teaching assistants, some of whom provide support within class for children with specific difficulties and some of whom provide support in addition to quality first provision.

Some children are identified as needing a little extra support for a limited time. They are included on our provision map. When a child is identified as having a special education need, parents are consulted and an Individual Education Plan (IEP) is drawn up to target their learning. This is a tiered system driven by need. At School Action we aim to recognise the particular difficulties the child is experiencing and develop strategies, using an IEP, to help the class teacher plan appropriate support and to identify opportunities for additional time and support.

Some children may only need a year or two of this type of intervention. Those children at School Action Plus are carefully monitored and advised through regular meetings, with outside agencies where necessary. Programmes of work are discussed for each child on the SEN register and time set aside to work on their targets. This is overseen by the schools

Inclusion Leader whose role it is to liaise with teachers and classroom assistants to provide the time, resources and training necessary, that ensures inclusion in classroom activities.

Current Situation

At this present time, Summer 2012, Lillington Nursery and Primary School does not have any Physically Disabled, Visually Impaired or Hard of Hearing pupils.

In the event of a request from parents or County for a pupil to attend this school we would need to take professional advice to assess their level of difficulty and how access to various parts of the school and therefore involvement to the whole curriculum could be achieved. To assist us in this process we would, of course, work alongside any relevant outside agencies.

Each individual child's needs are of course different and would need to be assessed and the parents consulted prior to enrolment. Any further additional adjustments that are required would need to be completed before the child attends school, including the appointment of suitable support staff. This process would of course be completed in the soonest possible time. We would strive to make all reasonable adjustments to facilitate the needs of each child within the limitations of the buildings and financial constraints.

Appendix A Identifying Barriers to Access - Curriculum

Question	Yes	No	Action/Comment
Are teachers and support staff receiving training to teach and support disabled pupils?			
Are classrooms optimally organised for disabled pupils?			
Do lessons provide opportunities for all pupils to achieve?			
Are lessons responsive to pupil diversity?			
Do lessons involve work to be done by individuals, pairs, groups and the whole class?			
Are all pupils encouraged to take part in music, drama and physical activities?			
Do staff recognise and allow for the mental effort expended by able & disabled pupils, for example using lip reading?			
Do staff allow for the additional time required by some disabled pupils to use equipment in practical work?			
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?			
Is there access to appropriate computer technology for pupils with disabilities?			
Are school visits made accessible to all pupils irrespective of attainment or impairment?			
Are there high expectations of all pupils?			
Do staff seek to remove all barriers to learning and participation?			

Appendix B Identifying Barriers to Access - Premises

Question	Yes	No	Action/Comment
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, dining area, library, indoor and outdoor sporting facilities, playgrounds and common rooms allow access for all pupils or members of staff?			
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities?			
Are pathways of travel around the site and parking arrangements safe, routes logical and well signed?			
Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?			
Are non-visual guides used, to assist people to use buildings, ie lifts with tactile buttons?			
Could any of the decor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			
Are areas to which pupils should have access well lit?			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?			
Is furniture and equipment selected, adjusted and located appropriately?			
Is the equipment in the disabled toilet properly installed and accessible?			
Do staff have access to training?			
Do policies reflect the school's aims?			