



Byker Primary Accessibility Policy/Plan 2015-2018

(To be read in conjunction with the SEN information report)

Introduction

This plan has been written to meet the requirements of school to carry out accessibility planning for disabled pupils as stated in the Equality Act 2010 and the SEND code of Practice 2014.

Byker Primary School recognises its duty:

- Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services.
- Not to treat disabled pupils less-favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an accessibility plan.

Byker Primary School aims to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

This plan will be reviewed regularly and will be updated every three years. This plan complements our equalities policy, SEND policy, equal opportunities policy, safeguarding and child protection policies.

Definition of disability under the equality Act 2010 states that a person has a disability if:

- They have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

Byker Primary school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

The three areas to be considered in the action plan are:

- a) **Improving education and related activities.** Byker Primary School will seek and follow the advice of LA services and appropriate agencies, such as specialist teacher advisers and SEND advisers, and of appropriate health professionals from the NHS Trusts.
- b) **Improving the physical environment.** Byker Primary School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting etc.
- c) **Improving the provision of information.** Byker Primary School will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Contextual Information

Byker Primary School is a single site situated in the heart of Byker on Commercial Road. We have a Community Building as part of our school, which includes a playgroup. We also have a school Nursery.

Staff are trained as appropriate to support in meeting the needs of the children where necessary and many staff members hold current first aid qualifications.

Transition meetings are held between class teachers each year and between feeder schools in the case of age related transfers. A thorough system of reviews takes place for children on the SEN register. Where appropriate pupils have care plans in place where medication is required.

How appropriate is the current provision?

Through effective communication, staff are aware of the issues faced by our pupils and act to resolve them, e.g. adapting timetables, lesson content and presentation of resources to ensure better accessibility, planning visits and clubs which are inclusive. Regular CPD addresses the inclusion agenda.

Provision in an Emergency- Where necessary, children with specific physical needs have their own personal evacuation plans. We have regular evacuation practices for all children.

Targets for 2015-2018 and how we intend to achieve them

Target	Strategies	Timescale	Success Criteria
To ensure stair lift access is in good working order	Continue to service and pay for annual check	ongoing	Stair lift working
All external spaces are as accessible as possible	Regular maintenance checks and cleaning	Ongoing	The outdoor areas can be utilised all year round
Ensure that learning and mobility needs of the children are provided for adequately	Vigorous monitoring and information gathering/ sharing by relevant parties including SMT, Family Support Worker, SENCO and outside agencies and other key professionals	ongoing	Children and parents are well supported. All practitioners have the information they need to ensure the children's needs are met.
To promote the involvement of disabled children in classroom activities, taking into account their styles of learning	We will endeavour to provide the following facilities: <ul style="list-style-type: none"> • Wheelchair access to all classrooms • Relevant software to support children where relevant • Makaton training for staff where appropriate • Plan activities to promote understanding/ empathy of the needs of people with disabilities 	ongoing	Appropriate and varied activities for all children in all classes
To ensure that all written communication is as clear as it can be for all groups of children/ families	<ul style="list-style-type: none"> • Alter font size, colour and page layouts for children with visual impairment. • Audit signage around school to ensure that all school users find it accessible. 	ongoing	Newsletters, Letters. Information on website is clear and up to date.