



Valley End Church of England (Voluntary Controlled) Infant School

A Caring, Christian, Learning Community.

Access to Education Statement

**Spring 2019
Review Spring 2022**

This policy statement builds on and compliments best inclusive practice and must be read in conjunction with the SEND Information report, Policy for Special Educational Needs and Single Equalities Policy.

This statement sets out how, at Valley End School, we plan to enable children and adults with specific difficulties to have the same access to the school building as other children and parents and how children with disabilities can access the curriculum. We also plan to be ready to deliver written information in an appropriate way for disabled parents or carers with children.

We plan for:

- Increasing access for disabled pupils to the school curriculum. This includes teaching and learning, and the wider curriculum we offer such as after school clubs and school visits.
- Improving access to the physical environment of the school. This includes physical aids to access education.
- Improving the delivery of written information to disabled pupils and pupils and parents/carers with English as an additional language (EAL). This includes planning to make written information that is normally provided by the school available to disabled and EAL parents and pupils. This information will be provided, where possible, in a preferred format and made available within a reasonable time frame.

Delivering the Curriculum

Teachers and support staff have access to training to support children with learning and physical disabilities. All staff support children with special needs and have access to professional development both with outside providers and in-house.

We ensure that all users of the school building are able to gain access to as many areas of the school as possible. This includes access to outside learning environments and to resources.

Lessons are planned in such a way as to challenge all children appropriately. We are aware of the range of preferred learning styles and deliver a range of styles to meet the needs of all children. Lessons are planned and differentiated to meet the needs of individuals, groups or the whole class. All children take part in physical activities and education commensurate with their needs.

We recognise that some children, especially the disabled expend more mental effort when, for example, signing/lip reading and that they may need more time to complete tasks. Staff are aware of the need to substitute certain activities whilst providing similar experiences, particularly in physical activities and education.

School trips are available to all children, are risk assessed and are highly supervised by staff and support staff. During a trip, if appropriate, a disabled child would be given 1:1 support.

Targets are set and progress is tracked for all children. Expectations are high for all, and it is our aim that all children reach their potential whatever that might be. It is also our aim that children enjoy learning, are encouraged to be independent and make appropriate decisions for themselves.

We ensure that children who attract Pupil Premium Funding are able to access extended services to enhance learning experiences and have the equipment/resources they need to do so.

The School Building

All areas of the school are accessible to all children. The governors monitor the physical environment each term and will discuss with school leadership any possible issues regarding physical access. Ramps are in place to allow access to the building. Handrails have been installed onto steps throughout the school and a ramped access is available on the playground stage. Classrooms are all situated on one level and have wide corridors between them. A disabled toilet is available and is being updated in 2019.

Alarms are auditory. Emergency and evacuation systems are in place. All staff and pupils are aware of these and visitors are informed upon arrival. Children with disabilities have a personal evacuation plan (if necessary) which details what we need to do in an emergency.

All areas of the school are well lit, including outside.

Signage around the school meets statutory requirements.

Sound systems that enable all pupils to hear the teacher equally regardless as to their location in the room are available in school.

Evaluation and Review

The Resources Committee review this policy and evaluate its impact. It will be reviewed regularly and will include an Access Plan will also be reviewed annually.

Valley End C of E Infant School Access Plan 2019-2022

| Priority | Action | By (date) | Responsibility | Success Criteria | Evaluation |
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| The identification of pupils who have a disability or specific medical need. | <ul style="list-style-type: none"> Ensure all staff are aware of the definition of a disability. Ensure parents are aware of the procedures for notifying school of any needs. | Ongoing | SENDCo School office Parents/carers | <ul style="list-style-type: none"> All staff aware of the current definition of disability. Parents aware of the procedures. | |
| To monitor how well pupils with disabilities are achieving academically and socially | <ul style="list-style-type: none"> Termly monitoring of progress and achievement. | Termly | Head Teacher SENDCo | <ul style="list-style-type: none"> Termly monitoring complete. Pupils with disabilities achieving in line with their peers. Intervention programs put in place if necessary. | |
| To ensure all curriculum planning, schemes of work and resources cater for the needs of pupils with disabilities to ensure achievement. To ensure any changes to the curriculum take into account the needs of all pupils. | <ul style="list-style-type: none"> When updating curriculum planning subject leaders to ensure that all pupils can access activities and resources. For teachers to ensure differentiation in short term planning to ensure all pupils reach their full potential. | Ongoing | Subject Leaders Class teachers | <ul style="list-style-type: none"> All curriculum schemes of work and resources cater for the needs of pupils with a disability without discrimination. Teaching staff show competence and confidence in using different teaching and learning styles. Short term planning shows differentiation. | |
| To ensure all school policies actively promote the educational opportunities, welfare and inclusion of all pupils with disabilities | <ul style="list-style-type: none"> When reviewing policies consideration to be given to pupils with disabilities and their needs. | Ongoing | Subject Leaders SLT SENDCo Governors | <ul style="list-style-type: none"> All policies are constantly updated in response to changes. School polices promote a framework of current good practice. | |

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| To ensure all staff and stakeholders are aware of the schools SENd Information report and the Access to Education statement and plan. | <ul style="list-style-type: none"> • SENd report and access statement to be published on school website. • SENCO to signpost both documents to staff. | Annually | SENDCo Head Teacher | <ul style="list-style-type: none"> • All staff are aware of the report and statement and their contents. • Staff are following the procedures detailed in the SENd information report. | |
| To promote positive attitudes towards pupils and all others with disabilities | <ul style="list-style-type: none"> • Celebrate and promote any national and local events. E.g. disabled sport, ASD groups | Ongoing | All staff | <ul style="list-style-type: none"> • Pupils demonstrate positive attitudes to disability / special need. All pupils to be included in all aspects of school life. | |
| To ensure appropriate information and communication formats meet the individual needs of pupils and others with disabilities | <ul style="list-style-type: none"> • All information available in different formats. • Parents to be asked what their preferred method of communication is. • Information / letters to be available in paper or electronic format. | Ongoing | All staff | <ul style="list-style-type: none"> • All information to be put on school website. • Documents to be presented in a format suitable for individual parents. • Parent mail in use. | |
| To ensure all classrooms/school buildings are accessible. Consult with pupils with disabilities and other stakeholders about improving access to school environment. | <ul style="list-style-type: none"> • To consider access when improvements/changes to school buildings and grounds are being planned. • Reasonable adjustments are made to classrooms to accommodate pupils with extra needs. | Ongoing | Governors Headteacher Administration Officer SENDCo | <ul style="list-style-type: none"> • Full access to school grounds/buildings is available to all. • Reasonable adjustments are in place to allow all pupils to access the curriculum. | |
| To liaise with parents/carers, medical practitioners and specialist teams to ensure pupils with disabilities have access to appropriate /necessary facilities and resources. | <ul style="list-style-type: none"> • Meet regularly with all stakeholders to ensure equipment is in place. • Investigate the feasibility of making changes to buildings and / or environment. | Ongoing | Headteacher SENDCo Class Teacher | <ul style="list-style-type: none"> • Pupils with disabilities fully included in all school activities. • Pupils have equipment needed to access the curriculum fully. | |

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| <p>To make reasonable adjustments for pupils, staff and members of the school community who may have temporary disabilities or needs. (e.g. through pregnancy or injury)</p> | <ul style="list-style-type: none">• Adjustments to be considered when need arise. | <p>Ongoing</p> | <p>Headteacher Governors</p> | <ul style="list-style-type: none">• Pupils, staff and members of the school community are able to fully participate in all activities to the best of their ability. | |
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