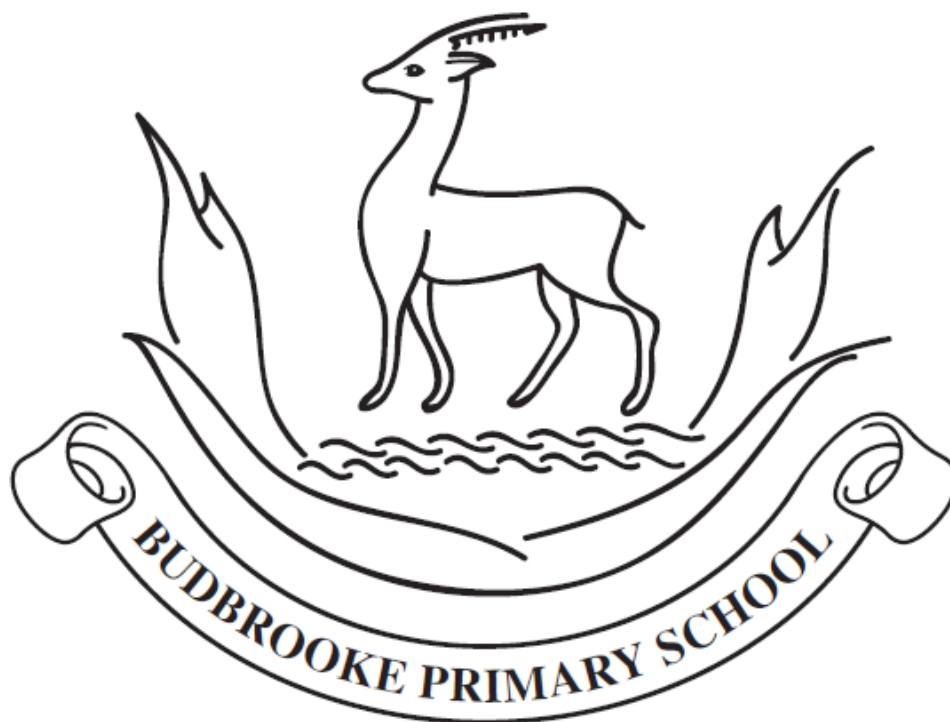


Budbrooke Primary School



Accessibility Policy

This policy was drafted by C McKee. It was presented in draft version to the full staff compliment for discussion and revision. The final version was presented to Governors for consideration, approval and adoption.

Date adopted by Governors:	February 2020
Date for policy review:	February 2023
Person responsible for review:	Head Teacher
Signed by Chair of Governors	

At Budbrooke Primary School Every Child Matters.

The Governors, staff and pupils are committed to making the building and resources accessible to all who learn, work and visit our school.

Building

- The school consists of two buildings - Reception and the main school building. The buildings are both on one level.
- All of the doors are wide enough for wheel chair access, although there are small steps to the outside.
- The school has good disabled toilet facilities and a shower room with toilet. These are used by adults and children as required.
- Fittings such as taps etc. are adapted when there is a need e.g.: pupil moving to new class area.
- Good ICT access is available throughout the school and specific provision for individual needs is available through IEP assessments.

Outside areas

- Parking - there is one disabled bay available at present where disabled drivers may park on site. They are asked to inform the office should they wish to park there on a regular basis.

Playgrounds and paths

- All of the playgrounds and paths are flat and accessible.

Outdoor learning areas

- The reception area, KS1 and KS2 play areas are accessible. Help may be required to access the environmental area which does not have paths through it.

Curriculum

- All pupils are able to access the curriculum through the provision and differentiation made by the teaching team. Some pupils (EHCP) have a dedicated Teaching Assistant to assist with access / movement around class / school. They take the lead in the management of physical needs and are required to inform the Head Teacher/SENDCO of any access difficulties.
- All pupils are able to access the curriculum through differentiation for learning. The provision and standards are monitored by the SENDCO. This includes class work, intervention groups and the work of support staff.
- When a child requires additional help / support the SENDCO may seek additional support from external agencies. For example, the provision of resources e.g.: laptop / tablet computer etc. that can be funded through EHCP funds.

Temporary disability

- From time to time, pupils and staff may have temporary disabilities e.g.: broken leg etc. Staff will make arrangements, classroom organisation / playtimes to ensure that they are able to access school. Staff will require a doctor's note indicating they are fit to return to work, as they are responsible for the Health and Safety of children which should not be compromised by staff disabilities.

Specialist resources

- Basic resources like enlarging print are available. The SENDCO will advise on specialist equipment / resources necessary for individual needs. Resources are usually provided by Primary Health Care teams or via SEND funds.

Health and Safety

- The Health and Safety manager is available to assist with all risk assessments, furniture, access needs. They should be informed of any needs or issues so that appropriate action can be taken and resources, including funding can be accessed. Individual plans should be made for emergency evacuation.

Visits and Extra Curriculum activities

- On Educational visits, parents will be invited to provide individual support for their child if this is considered useful. All extra curriculum activities are available to all pupils with disabilities (Equal Ops).

Monitoring and evaluation

The monitoring of accessibility will be monitored by

- Discussion with disabled users
- SEN reviews / monitoring
- Governor visits and monitoring.