



Accessibility Statement & Plan

AIMS:

To enable all aspects of our school to be accessed by all, so that we are a fully inclusive school

Access to the Physical Environment

Much of our school buildings and grounds are fully accessible to most users. Adaptations are made to the school environment wherever possible to meet any special needs. We have a specially adapted toilet and shower facility for disabled children and adults. We have a graduated ramp up to our main entrance door. The main entrance hall, offices, library and 2 lower school classrooms, as well as our outdoor playgrounds and wildlife areas are accessible by wheelchair users. At present, the upper school area (2 classrooms, toilets and staffroom) is only accessible via a short flight of steps.

Policy and Procedure

- When planning any new development to the school premises, all due consideration is given to the need to provide access to all, including disabilities requiring the use of a wheelchair
- Should any child or parent with any kind of physical disability attend Old Hutton School, a full assessment of the physical environment will be carried out to ascertain what, if any alterations are necessary to achieve full accessibility for the individual/s involved. Plans will then be drawn up, identifying quickly achievable targets to be acted upon immediately, and seeking advice where the alterations required are more extensive.
- When planning alterations or improvements to the school premises, consideration will be given to any wider implications of such alterations.

Actions to be taken:

- Investigate solutions if required to provide full access to the building for wheelchair users (upper level classrooms, staffroom and toilets); there is space for installation of a small lift beside the steps
- Ensure good contrast between floor and walls when redecorating any part of the building.

Access to the Curriculum

Also see our Curriculum Statement and Guarantee to Learners documents

Policy and Procedure

- Equal opportunities are at the heart of our curriculum; we feel strongly that no one person is more important than any other and that all children have the right to an education which enables them to achieve their full potential.
- All pupils are encouraged to take part in all activities.

- Lessons provide opportunities for all pupils to achieve and all teachers to teach, being differentiated by teaching and learning styles, pupil grouping, use of resources and environments to meet individual needs. We strive to remove any barriers to learning and participation.
- All staff have high expectations for all pupils.
- All teachers and TAs have the necessary training to teach and support our pupils and will receive further training as this is required.
- Classrooms and indoor/outdoor learning spaces are optimally organised for disabled pupils, as needed (e.g. positioning of and resources for children with impaired hearing, specialist resources for dyslexic pupils).
- Disabled pupils who cannot participate in particular activities are given alternative experiences, e.g. different forms of exercises in PE/sport
- ICT equipment is adapted or enhanced to allow access for disabled pupils as necessary.
- Use is increasingly made of multimedia and ICT for teaching and learning to widen access and opportunities beyond the classroom (e.g. via Google Classroom).
- We aim for all school visits, and all aspects of school visits, to be accessible to all pupils, regardless of attainment or impairment. We make all reasonable allowances in trying to achieve this goal.

Actions to be taken:

- Curriculum access is under continual review as part of our ongoing whole-school assessments and monitoring.
- During 2015, our ICT equipment is being updated and access provided to the curriculum and wider opportunities online.

Access to Information

Policy and Procedure

- Staff are familiar with technology and practices to assist current pupils, parents and carers with any disabilities, e.g. use of specialist resources; sign language, and to meet different learning styles and needs.
- Pupils and the wider school community are also taught practices to assist those with disabilities, e.g. sign language in use across school
- In the event of pupils with new disabilities entering school, relevant training and technological solutions will be sought and resulting strategies adopted and shared with all staff and the whole school community, as appropriate.
- All written communication follows an agreed house style using an appropriate font and size, eg, Arial/Comic Sans/Calibri size 11 or larger on buff paper (or colour backgrounds/with overlays to meet sight/dyslexic needs)
- The school liaises with LA support services and other agencies to provide guidance and information, if required, in simple, clear language, symbols, large print, audiotape, in Braille or different languages for pupils/parents and carers who may have these additional needs.
- The school ensures that in parents' and other meetings, information is presented in a user-friendly way, e.g., by reading aloud, handouts, multimedia presentations etc, and may be adapted if required to meet individual needs.

- School newsletters, other home-school correspondence, reports, prospectus, website and Facebook page follow agreed guidelines for presentation. An access statement is included on our website.
- Families are offered the choice of all communication being provided via email.
- Key information is provided via ICT (website, Google Classroom).
- School is also aware of the variability of local access to ICT and the internet and offers access support for members of the school community as required.
- All guidance regarding the storage and sharing of information is followed as required; confidentiality and safeguarding are a priority. See our Safeguarding Policy for further detail.

Actions to be taken:

- The views of parents/carers and the wider community will be sought regularly to help us assess needs and ensure they are met e.g. via statement on correspondence and website, questionnaires, feedback slips.

Policy revised AMW & adopted by Governors, April 2015

Policy to be reviewed 2017 (or before if required)