



Palace Fields Primary School Access and Accessibility Policy

1. Policy Statement

- 1.1 Under the Children and Families Act, 2014, and the Equality Act 2010, there is a duty for schools to facilitate access to education for disabled pupils and all members of our school community:
- Where a child or young person is covered by SEN and disability legislation, reasonable adjustments to procedures, criteria, practices and access arrangements should be considered as part of SEN planning and review. This may include the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their peers.
- 1.2 Accessibility planning is aimed at:
- Increasing the extent to which disabled pupils can participate in the curriculum;
 - Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
 - Improving the availability of accessible information to disabled pupils and all those to whom it would be of benefit.
- 1.2 This policy aims to show how all members of Palace Fields Primary School will meet their duty to promote equality of access for all.

2. Introduction

- 2.1 At Palace Fields Primary School we are fully inclusive and value our mission statement, 'Excellence in Everything'. 26% of pupils currently on roll are on the Special Education Needs Register.
- 2.2 Needs of the pupils include a range of difficulties, such as: Speech and Language, Dyslexia, Autistic Spectrum Disorders, Attention Deficit Hyperactivity Disorder, Hearing Impairment, Emotional and Behavioural Difficulties and Complex and Moderate Learning Difficulties.
- 2.3 The school environment has been modified to ensure physical access to each external exit. Disabled toilet, changing and shower facilities are accessible and available.
- 2.4 Emergency and evacuation procedures are accessible to all at present, with an EVAC chair to evacuate wheelchair users, for which staff have been appropriately trained. Currently, alarms are auditory and the assembly point is on the playground.
- 2.5 There are a number of spaces provided for small group and individual work: Library, Pastoral Support Room, and the Intervention Area.
- 2.6 Furniture and equipment throughout school is selected based on the size and needs of pupils. Where necessary this has been modified – such as seating wedges for pupils whose physical needs require such resources.
- 2.7 All pupils are encouraged and supported to succeed in the full curriculum, which is differentiated to meet their needs. This includes school visits and residentials, which are made accessible to all.

- 2.8 Our SEN provision is overseen by a designated Inclusion Coordinator, who similarly ensures that staff are appropriately trained to support pupils with specific needs.
- 2.9 Access to information in the classroom is enabled through the use of visual timetables and labeling of equipment and resources.
- 2.10 We have a clear policy on the Administration of Medicines, with staff trained in Emergency First Aid and 'Epi-pen' administration. We also have 4 designated First Aiders, who have undertaken a more intensive training programme, including Paediatric First Aid.
- 2.11 There is a Medical Register, detailing medical needs of all pupils and those whose needs are most acute are clearly identified.
- 2.12 Epi-pens and inhalers are always taken on visits and trips out of school. From KS2, pupils are encouraged to keep labeled inhalers on their person and administer them as required, (refer to our Asthma Policy).

3. Accessibility Plan

- 3.1 As part of this Access Policy an Accessibility Plan is being formulated as a result of Environment Walks and school audits, to identify ways in which we can better provide and maintain accessibility for all.
- 3.2 This plan will be resourced, implemented, reviewed and revised as required, in line with our School Strategic Development Plan.

4. Review

- 4.1 The Access Policy and Accessibility Plan will be reviewed annually, in accordance with our Policy Review Schedule, unless there are significant changes and therefore a need to review it sooner.

Approved by:

Chair of Governors

Headteacher

Date:
