



Blackwater Community Primary School

Accessibility Policy 2020/2021

Draft

Mission Statement

Inclusion and equality are at the core of our school community here at Blackwater. We believe that every child has the right to achieve their full potential no matter what their ability. Through our Disability Equality Scheme and this Access Plan, everyone in our school's community will be enabled to have their voice heard and be represented on issues that will remove barriers for the good of all, not just those with disabilities. We will be proactive in raising awareness of disability issues and in consulting pupils, parents, staff and governors. This will have a positive impact both for our current and future communities.

Definition of Disability:

A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities. Physical or mental impairment can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have long-term and substantial effect on students' everyday lives. These can include asthma, chronic eczema, ADHD, cancer, AIDS, to name a few.

Introduction

Blackwater's School's Access Plan sets out how Blackwater Governing Body will promote equality of opportunity for disabled people. Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in 3 ways:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

An overall vision should therefore reflect the six elements in the general duty:

- *Promoting equality of opportunity*
- *Eliminating discrimination*
- *Eliminating harassment*
- *Promoting positive attitudes*
- *Encouraging participation in public life*
- *Taking steps to meet disabled people's needs, even if this requires more favourable treatment*

Access Plan

This Access Plan summarises aspects of Blackwater School's plans to increase access to education for disabled pupils, parents/carers and staff and does so around 9 broad themes (note the 3 key areas of curriculum, environment and information as underlined below – environment is also covered within the broad themes of broader participation):



Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Ambitions and Aspirations					
Embed the commitment to Equality through all aspects of school life, ensuring that mechanisms to support this, such as policies, consider the implications of Disability Access. Ensure that such commitment is visible to all in the community and is unequivocal in its ambition	Analyse impact of: Behaviour Code, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities. Involve Pupil Voice regularly and with clear outcomes Consult pupils and staff on any proposed changes. Introduce new policies	Autumn term 2019 and termly monitoring thereafter.	Leadership team and SENCo time to review policies	SENCo HT Staff Governors Pupils	Governor policy review schedule Pupil and staff feedback.

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Relationships with Shareholders and working with professionals.					
Shared partnerships will be highly organised, efficient and productive, meeting the needs of all identified groups of children and individuals whose access requires special attention or support. Parents/Carers with disabilities to receive regular communication* –	Modes of communication, liaison and target setting to be agreed between Perranporth and the key agencies (to include the SLT, HI, VI, ASD, ADHD) Clear areas of responsibility and shared commitment to be confirmed as due course of meetings	From September 2019 Ongoing monitoring by SENCo with Leadership team as part of monitoring schedule.	Various teams for specialist support Meeting time scheduled between SENCo and parents/carers to facilitate shared working relationships Meeting time scheduled between specialist	SENCo HT Staff Specialist Agencies Parents/Carers and Termly dates	SENCo feedback SENCo feedback to governors

adapted for easy access as required – to maximise the success of interaction and promote positive relationships	and target setting processes Identified groups and individuals to be monitored by SENCO and HT in liaison with the Leadership Team (LT)		services and SENCO (or CT/Learning Support assistants as suitable) to facilitate team work and shared target work.	for monitoring	
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Monitoring and Review

The Headteacher, supported by the Leadership Team reviews the policy on a regular basis and, if necessary, they make recommendations for further improvements.

Those people responsible for anti-bullying matters in this school are:

Mrs. Evey Evison ~ Headteacher and SENCo

Mrs. Hayley Coombes ~ SEN Governor

Dates:

Date of Policy: Sept 2020

Review: Sept 2021