

Aycliffe Community Primary School



A WHOLE SCHOOL POLICY ACCESSIBILITY

Signed:

Date: October 2022

Chair of Governors

Next Review Date:

Make a Difference Make a Difference Make a Difference Make a Difference

Aycliffe Community Primary School is a community where children's rights are learned, taught, practised, respected, protected and promoted. Pupils and the school community learn about children's rights by putting them into practice every day.

- **Article 28: Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.**
- **Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.**
- **Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.**
- **Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.**
- **Article 17: Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.**



Aycliffe Community Primary School aims to treat all its pupils, adults and members of the community fairly and with respect. This involves providing access and opportunities for all without discrimination of any kind.

We recognise that some children may have 'a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities' (DDA 1995). However, we understand that disability is not caused by the disabled individual but by the physical, environmental and attitudinal barriers which may exist in society. At Aycliffe School, we strive to break down these barriers to enable children with a disability to access all areas of the curriculum, in accordance with The Equalities Act 2010 (<https://www.legislation.gov.uk/ukpga/2010/15/contents>), and Section 69(2) of the Children and Families Act 2014 (<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>).

This is done through:

- Funding for support staff
- Targeted professional development e.g., autism training

- Expert advice from specialist outside agencies e.g., Speech and Language Therapists, Specialists for the Visually Impaired and Specialist Teaching and Learning Services, Educational Psychologists, Occupational Therapists, school nurse
- Funding for ICT, for example iPads and educational software such as Clicker 8 and Widgit
- The purchase of individual pieces of equipment and specific resources to aid the learning of children with specific needs
- Use of Mainstream Minimum Core Standards which demonstrate how to adapt the curriculum and the learning environment for pupils with special educational needs/disabilities.
- The development of an inclusive curriculum and classrooms that embrace inclusive practices which include all learners in the whole class teaching
- Employing the use of reasonable adjustments to achieve inclusion
- Provision planned through class and individual provision maps
- Considering the needs of all when planning major building works e.g. outside play areas

Aycliffe Community Primary School is located at the top of a steep hill. Both the vehicle and pedestrian access can be challenging terrain during inclement weather conditions. The school subscribes to a gritting service through the Ground maintenance service provider and does everything reasonably practicable to ensure safe access.

Vehicle access is restricted for safety reasons, but access is available to holders of a valid blue badge by prior arrangement.

The environment is adapted to the needs of pupils as required. This includes:

- Corridor width
- Disabled parking bays
- Disabled toilets and changing facilities
- Library shelves at wheelchair-accessible height

The building and grounds are on one level with no stairs to negotiate. Access to the playground areas does involve a single step, but wheelchair access via a ramp would be possible should the need arise. The school currently has no pupils or staff with profound mobility issues but we will always address any needs via a risk assessment where appropriate. In the event of any adaptations being required, these will be actioned as far as reasonably practicable taking full account of the equality act 2010.

We have included a range of stakeholders in the development of this accessibility policy, including the DWP through their Access to work support scheme.



We recognise that all pupils are equal regardless of cultural or ethnic background, religion, social circumstances, gender, sexual orientation, ability and disability. The curriculum and whole ethos of the school demonstrates that diversity is understood, is welcomed and appreciated within the school. Equal opportunities means that all children have the right to a broad and balanced curriculum with which all pupils can engage and achieve.