



**Firle Church of England
Primary School
Accessibility Policy
February 2018**

This Accessibility Policy aims to ensure the inclusion of disabled pupils and adults. A person may be said to have 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 day-to-day activities.”

“Substantial” means “more than minor or trivial” and “long lasting” means likely to last for more than 12 months.

What do we mean by a difficulty in carrying out “day-to-day” activities?

- Mobility (getting to and from school, moving about school, going on school visits)
- Manual dexterity (holding a pen or pencil, using tools, throwing or catching a ball)
- Physical co-ordination (washing or dressing, taking part in PE);
- Ability to lift or carry everyday objects (carrying a full school bag or other fairly heavy things)
- Continence (going to the toilet)
- Speech (communicating with others or understanding what others are saying)
- Hearing (hearing what people say in person or on a recording)
- Eyesight (seeing clearly with glasses if necessary)
- Memory or ability to concentrate, learn or understand (work in school including reading, number work or understanding information)
- Perception of the risk of physical danger (seeing danger e.g. when jumping from a height or touching something hot or crossing a road)

We are seeking to remove barriers that pupils and adults may meet in school by:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the physical environment of the school to increase access to education and associated services
- Making written information accessible in a range of different ways for disabled people – including families with known poor literacy skills, where it is provided in writing for those who are not disabled.
- Arranging for an interpreter for EAL pupils and parents if this resource is available

- Coordinating with outside agencies for specialist advice regarding resources, strategies and training for staff

Monitoring the progress of the Accessibility Action Plan 2018-21

The progress/success of the plan will be reviewed through:

- Parent and pupil questionnaires
- The School Council
- Informal contacts with parents and pupils
- The involvement of all employees at the school through informal discussions and formal meetings
- Feedback to governors
- Staff consultation linked to the School Development Plan
- Class Provision Map reviews
- Pupil tracking data
- Pupil Progress meetings
- Additional Needs Plan reviews
- EHC Plan reviews