

Runnymede St Edward's Catholic Primary School



Accessibility Policy

Date written: September 2024

Date Agreed by Governors: December 2024

Date to review: September 2026

<u>PHILOSOPHY</u>	<u>PRINCIPLES</u>	<u>PROCEDURES</u>	<u>PERFORMANCE</u>
We believe that: 1. All pupils should have full access to a broad, balanced, relevant and differentiated curriculum including the National Curriculum.	We will ensure: ♦ That the curriculum is adapted, where required to allow all pupils to have access to the curriculum.	In detail, we will: ♦ Ensure that all lessons/lesson plans are differentiated sufficiently to allow for full access by all pupils.	We will: ♦ Evaluate our lessons and identify the targets and steps to be taken to allow access to the curriculum for all pupils.
2. The physical environment of the school should allow for accessibility for all.	♦ Physical, visual or hearing impairments are not barriers to pupils, staff or visitors within Runnymede St Edward's Catholic Primary School. ♦ Health and safety concerns consider the needs of pupils, staff and visitors with impairments. ♦ The facilities of the school meet, or are adaptable enough, to meet the needs of all pupils, staff and visitors.	♦ Carry out an access audit of the school premises which will identify barriers to access to pupils, staff and visitors with impairments. ♦ Include within health and safety/ safeguarding meetings an agenda item that focuses on access issues. ♦ Within the School Development Planning process, identify issues of accessibility for pupils, staff and visitors with an impairment.	♦ Produce outcome targets that will outline the steps to be taken to improve access to the physical environment of the school for all pupils, staff and visitors.

<u>PHILOSOPHY</u>	<u>PRINCIPLES</u>	<u>PROCEDURES</u>	<u>PERFORMANCE</u>
We believe that: 3. Clear communication – both written, visual and spoken, is vital if the needs of pupils and visitors whose first language is not English or who have a reading or visual impairment, are to be fully met	We will: ♦ Make every effort to ensure that communications within and between school and home are accessible to all.	In detail, we will: ♦ Seek the advice of the visual impaired services in adapting communications within school and between home and school. ♦ Use other forms of communication, e.g. telephone conversations, face to face meetings, with those parents who may have a reading difficulty. ♦ Liaise with interpretation services where parents/pupils whose first language is not English, require their assistance.	We will: ♦ Produce outcome targets that will outline the steps to be taken to improve communications between pupils and parents.

Appendix 1: Identifying Barriers to Access (Audit)

<u>QUESTION/ISSUES</u>	<u>YES/ NO</u>	<u>COMPLETED</u>	<u>IN PROGRESS</u>	<u>NOT YET ADDRESSED</u>	<u>SOURCE</u>
1. School visits made accessible to all pupils	Yes	✓			Policy
2. Preparations for entry into school/Admissions.	Yes	✓			Policy
3. Pupils all taught according to their need	Yes	✓			Policy
4. Homework policy in place	Yes	✓			Policy
5. School discipline/behaviour procedures	Yes	✓			Policy
6. Exclusion procedures	Yes	✓			Policy
7. School clubs and activities open to all	Yes	✓			Policy
8. School trips open to all	Yes	✓			Policy
9. The school's arrangements for working with other agencies	Yes	✓			Policy
1. Teachers and teaching assistants have the necessary training to teach and support all pupils	Yes	✓			CPD records
2. Staff recognise and allow for the mental effort expended by some pupils, for example using lip-reading	Yes	✓			Observation
3. Staff recognise and allow for the additional time required by some pupils to use equipment in practical work	Yes	✓			Observation
4. High expectations of all pupils	Yes	✓			Monitoring
5. Staff seek to remove all barriers to learning and participation	Yes	✓			Monitoring
6. Access to the curriculum/adaptations	Yes	✓			Observation
7. School policies, e.g. Restorative Behaviour, SEND policy and information report, Health and Safety Policy	Yes	✓			Policy