



MATTISHALL PRIMARY SCHOOL ACCESSIBILITY POLICY

INTRODUCTION

Welcome to our Accessibility Plan which supplements our SEN Information Report. Schools have a legal duty to publish information on their website about the implementation of their policy for pupils with Special Educational Needs (SEN) and disabilities, specifically setting out their plans to eliminate discrimination against disabled pupils, to promote equality of opportunity and to foster good relations between disabled and non-disabled pupils.

The Equality Act 2010 defines disability as '...a physical or mental impairment which has a long-term or substantial adverse effect on their ability to carry out normal day-to-day activities.' 'Long-term' is defined as being a year or more, and 'substantial' as more than trivial. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

ADMISSIONS

Requests for a place at Mattishall Primary School - whether in Early Years Foundation Stage or at any subsequent point up until the end of Year 6 - should be made in accordance with Norfolk County admissions policy and the form can be found here

<https://www.norfolk.gov.uk/education-and-learning/schools/school-admissions>

We welcome visits from parents considering requesting a place for their child/children.

In accordance with The Equality Act 2010, no learner will be refused a place because of their disability.

EDUCATION AND ASSOCIATED SERVICES

1. The school will take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to non-disabled peers.
2. In considering what is reasonable the school will take account of:
 - The need to maintain academic standards
 - School budget situation
 - The practicalities of making adjustment
 - Health and Safety factors
 - The interests of other pupils

- Health and Safety factors

3. All reasonable steps are taken to ascertain disabilities of children. Consultation with parents determines strategies to support disabled children within school. Relevant information is passed on to staff to ensure staff awareness and understanding of need.
4. Staff training on particular issues is arranged as appropriate to ensure staff awareness e.g. use of Epi-pen, asthma, epilepsy and ADHD and Aspergers Syndrome. Staff INSET on other medical conditions will be provided if a child with such a condition is admitted to the school.
5. No child is discriminated against by excluding him/her because of his/her disability. However, the school's Policy for the Teaching of Positive Behaviour covers all pupils; a disability therefore does not preclude a child from exclusion.
6. Support from outside agencies will be sought to help ensure that the pupil has full inclusion to the school environment and education where possible.

ACCESSIBILITY OF SCHOOL BUILDINGS

1. All areas of the school building have disabled access. However, the library bus is only accessible to enter but not wide enough to accommodate a wheelchair.
2. The school has a toilet with disabled access for children and adults. Handrails etc. are in a colour which contrasts with the background walls to aid visibility.
3. The school building does not have a hearing loop system.
4. The grounds are accessible to wheelchairs.
5. Two parking spaces for disabled car users are clearly marked on the school car park.
6. Uneven areas are clearly marked on the playground with yellow lines.

EMERGENCY EVACUATION PLAN

In the event of emergency evacuation all routes out of the school are accessible to wheelchair users, although assistance might be required when exiting from the school hall on the east side due to a slight drop in levels.

CURRICULUM

All staff members are committed to ensuring that every learner has equal opportunity to take full advantage of the whole range of educational experiences offered here at Mattishall Primary School. This includes learning opportunities within and outside the classroom (including visits and residential trips) as well as extra-curricular activities such as after-school clubs. Depending on advice from professionals, additional adult support may be provided to support access for pupils with disabilities.

In order for our pupils to achieve and enjoy, we work with outside agencies such as Virtual School for Sensory Support, Access Through Technology, and Health Services including; Occupational Therapy and Physiotherapy. This enables us to act on their advice and to safely facilitate full participation for disabled pupils, to provide suitable auxiliary aids and to adapt curriculum and the physical environment according to pupils' needs. In addition, where necessary, staff are trained for appropriate moving and handling.

Mattishall Primary School is committed to ensuring equality of curriculum access for all its pupils. This includes a commitment to:

- a) An appropriately differentiated curriculum for any child who requires differentiation due to a disability.
- b) Appropriate placement: Wherever possible a child remains with his/her peers but the school recognises that, in rare certain cases, it may be in a child's best interests to be taught out of his/her year group. Advice from the Inclusion Team and other agencies (if they are involved with the child) and agreement from parents/carers is always sought in such circumstances before a decision is finalised.
- c) Ensuring that children with a disability are identified early and that support for these children is targeted effectively to meet their needs.
- d) Recognising "the whole child" in terms of the development of social skills and provide an environment that nurtures a child's personal and emotional well-being and seeks to raise the self-esteem of a child with a disability through celebration of his/her achievements.
- e) Recognising that the learning environment must be appropriate for the needs of a child with Autistic Spectrum disorder, Attention Hyperactivity Deficit Disorder or an attachment disorder. At times these children need a quiet, calm, neutral environment that can be at odds with a lively, stimulating, colourful school classroom. At such times, these children may need to be taught in a separate area. Such a child may need an individual curriculum and /or a behavioural support programme.
- f) A flexible approach to Induction in Reception so that, if appropriate, an individual induction programme can be put in place for a disabled child.

The school will liaise with parents/carers, Early Years settings and any outside agencies involved with the child to ensure that appropriate provision is made to meet the child's individual needs.

HEARING AND VISUALLY IMPAIRED PUPILS

1. The school is committed to addressing the needs of Visually and Hearing Impaired children. In the event of the admission of a child with such a disability, advice from the Virtual School for Sensory Support Team (and other agencies as appropriate) will be taken on strategies and on resources to be employed to meet his/her needs.
2. The school is committed to improving the acoustic and visual conditions for all children, including those with a disability.
 - a) All classrooms are partially carpeted.
 - b) Blinds and curtains are installed where they are needed.
 - c) All refurbishment takes into consideration lighting, colour schemes and acoustics.

TEACHING ABOUT DISABILITY

Mattishall Primary School is committed to promoting positive attitudes to disability through teaching children about differing forms of disability and the needs of disabled people. This will include:

- a) Explaining the needs of an individual child with a disability in school, whilst balancing the sharing of information with the need for confidentiality.
- b) Learning about disability by living alongside a child with a disability i.e. Visual Impairment/cerebral palsy/ diabetes.
- c) More generalised teaching about the disabled with an emphasis on what a disabled person can do rather than on what they can't (i.e. watching and discussing the Para-Olympics).
- d) Incorporating teaching on disability into the RSHE curriculum and into the wider curriculum as appropriate (i.e. a visitor to talk about the needs of the blind when work on the Senses is in progress).

Positive Relationships

At Mattishall Primary School all pupils have equal opportunity to access social experiences through out-of-school clubs and activities and all reasonable adjustments will be made to allow for disabled pupils to join in alongside their peers.

We emphasise the value of each individual pupil as a member of our school community and support the development of positive relationships with peers and adults. RSHE lessons support the social, health and emotional aspects of learning, and this mind-set is embedded across the school. All pupils work in pairs or small groups within lessons and have play opportunities to help develop positive relationships and cement friendships.

Bullying in any form, and directed toward any child, is unacceptable and swift action is taken when a concern is raised. (Please see our Anti-Bullying policy) Children are taught about what to do if they feel unsafe or upset by the words or actions of another, including in an 'online' setting.

We understand that parents of pupils with disabilities also have needs. We seek to support them in a number of ways, including opportunities to discuss their concerns with the class teacher, SENCO and signposting other groups who can offer support, information or advice such as the School and Communities Team.

If you would like to discuss any of these issues in relation to your child, please speak to

- SENDCo - Zoe Mack
- Head Teacher - Tony Chapman
- Class Teacher (if your child is already a pupil at Mattishall Primary School)

CONCLUSION

This Disability Accessibility Plan is a working document. Mattishall Primary School continuously seeks to develop and improve its services to its children and to the community. Mattishall Primary School is committed to inclusion for all children and every effort will be made to include any child with a disability as fully as possible in the life of the school.

This policy will be reviewed in full by SENDCo and SLT on an annual basis. It is due for review in September 2026.