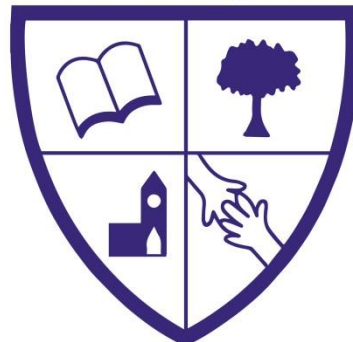


Turton & Edgworth



C.E.M.P.S.

Accessibility Policy and Plan

Compiled by:	C. Wheatley and S. Murphy
Presented to staff:	November 2019
Presented to Governors:	November 2019
Presented to Parents/Carers:	November 2019
To be reviewed:	September 2025
Review dates:	September 2022 December 2024
Amendments:	Letterhead updated Jan 2025

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Turton Edgworth CE/Methodist Primary School

Turton & Edgworth



C.E.M.P.S.

Always, 'Doing all we can' and 'celebrating 'Life in all its fullness'.

"You will have life and life in all its fullness" (John 10:10)

'Do all you can' (John Wesley)

We are committed to developing a culture of awareness, tolerance and inclusion and we are committed to challenging negative attitudes about disability. The current position of our school and future developments will be listed under three heading;

Physical environment
Access to the curriculum
Transfer of information

Physical environment

School is generally accessible by pupils with all disabilities. Current provision consists of the following:

- The school is one storey.
- Where it is necessary to travel between levels, ramps and a lift are in place.
- External doors are wide enough to enable all pupils' access into and out of the building.
- Changing, shower and hoisting facilities are available in the easy access toilet.

Access to the curriculum

Turton and Edgworth offers a fully inclusive curriculum. Teachers have high expectations of all pupils and all staff are highly skilled. Where the need for professional development is identified, the School ensures that staff have access to excellent training.

We ensure that there is:

- Early identification of needs to ensure appropriate provision is in place.
- Liaison with parents, prior settings and professionals.
- Comprehensive induction/transition programmes.
- Specialist support from Educational Psychologist, ISS, Physiotherapist, Speech therapy, Occupational therapy etc.
- Differentiation advice where necessary for both teachers and support staff from the SENDCO.
- Pupil awareness raising through assemblies, circle time and use of JIGSAW materials.
- Use of PIVATS to inform target setting for IEP's where necessary.
- Rigorous tracking and monitoring of achievement.
- Targeted in class support - Quality first teaching
- Intervention groups based on need in both key stages.
- Provision for all children regardless of ability from year 3 upwards take part in off site swimming lessons.
- Provision for all year 6 children to attend a residential experience. School is

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committed to pay for extra support to ensure this is fully inclusive.

- Sports day and concerts are organised and planned to be fully inclusive.

Information for Children:

To ensure inclusion there are many ways to represent information for children, the following highlights the main representations that could be used:

- Use of visual timetables - using pictures and symbols instead of words.
- Staff read appropriate letters to children so they are aware of the school environment.
- Different coloured backgrounds are used for both whiteboards and worksheets.
- Print size changed to accommodate individual need.
- Resources made or accessed to allow appropriate differentiation, e.g. magnified, adapted etc.
- ICT resources often used to ensure inclusion.
- Access to individualised learning timetables for children with particularly severe needs.

Information for Parents:

To ensure parents both understand their child's need and are given the chance to explain their feelings and thoughts towards their child's education, the following strategies are in place:

- Meet the teacher evening
- I.E.P's discussed and explained at Parents Evenings.
- Termly reports and end of year reports
- Open door policy to all parents needed to discuss concerns with either the class teacher or the SENDCO.
- Parents and pupils invited to all review meetings.
- Extra meetings organised to discuss intervention where necessary.

Physical environment

Access to the physical environment will be reviewed as part of the asset management plan meeting and a three year programme of work will result.

Access to the curriculum

As curriculum policies are reviewed, an equality impact assessment will be completed. Reasonable adjustments to the curriculum will be made as necessary. This covers teaching and learning and the wider curriculum of the school. It also covers the provision of specialist aids and equipment, which may assist pupils in accessing the curriculum.

School Accessibility Plan

Priorities for 2024-2027

Physical environment

Ensure all alterations or new building work conforms to DDA regulations.

Ensure any necessary alterations are completed to conform to DDA regulations for any new members of the school community.

Item number	Item description	Timescale	Cost
1	Perimeter fence in place but access considered throughout process	To be completed by September 25	SMP programme with BwD. School will contribute 10%

Access to the curriculum

Develop further the access for pupils with disabilities to the curriculum

Item number	Item description	Timescale	Cost
1	Continually updating staff with recommendations and next steps for supporting children with disabilities where applicable. Liaising with external support agencies	Ongoing	TBC
2	Teacher/teaching assistant meetings Transition information and reviewing the needs of pupils in each year group	Ongoing	TBC
4	Technology for children who cannot access the curriculum freely or have difficulty writing/recording	Annually	Approx. £350 per machine
5	Children with IEPs and or EHCPs Specific resources that meet their needs	As and when required	e.g. trampoline £50