

ACCESS POLICY

INTRODUCTION

This document is a statement of our policy to give all pupils access to both our buildings and the curriculum at St Margaret's CE Primary School. It was updated during the Autumn Term 2006 through a process of consultation with staff and governors. It was approved by the Governors and will be periodically reviewed.

It needs to be read with cross-reference to:

- Teaching for Learning Policy
- Off- site Activities Policy
- SEN Policy
- Policy for Very Able Pupils
- Inclusion Policy
- Policy for Equal Opportunities
- Curriculum Policy
- Annual School Development Plans

BACKGROUND

St Margaret's CE Primary School is well positioned to provide physical access for pupils, parents and visitors with disabilities. The level of provision has been significantly improved over the past 10 years. The single storey building is constructed on a site which gently slopes upwards from South to North. Access to all areas is gained through a number of entrances some of which have been built or adapted to include ramped access. Currently there are four permanent classes where external access is gained through negotiating one or two steps. All parts of the building can be accessed by wheelchairs, but not always by the most direct route. Classrooms are generally light and airy in contrast to the last remaining original dark narrow corridor. The physical environment is monitored by the Governors' Premises Committee and in consultation with the Headteacher they initiate developments.

RECENT DEVELOPMENT

The five new classes were designed with doors wide enough for wheelchair users and light switches at an appropriate level. A spacious disabled toilet has been built. Different levels on the site mean that the new building is accessed by seven steps. There is a wheelchair lift servicing the upper level. Additional storage has been provided which reduces the need to have items stored in classrooms and so minimise clutter that can obstruct access. Classrooms are tidy and well organised to allow the children independence when accessing materials and equipment.

CURRICULUM

Improvements in access to the curriculum are managed by the teaching and support staff. This includes:

- Differentiated work to meet the needs and abilities of the children
- Classroom equipment clearly labelled and accessible
- Pupils involved in the maintenance and care of all resources and equipment
- Furniture organised to enable ease of movement around the room and special furniture used
- A tidy and uncluttered classroom
- Providing modified work for pupils – e.g. offsite horse riding in school time, enlarged print on worksheets
- Use of ICT – laptops, digital cameras, video cameras to communicate
- Relevant staff to learn sign language to communicate with some pupils

PARENTS

Members of the administrative staff can provide help and support in disseminating information to the parents. For parents who have English as a second language, we have access to support from the KENDRA team at Crawley and can seek advice with interpretation and translation if necessary.