

Access Policy

Vision

Firs Farm Primary's vision is to inspire each child to achieve their full potential to the highest possible standards in an inclusive and vibrant learning environment where they feel safe, are respected by all and encouraged to be responsible and valued members of the community.

Aims

Firs Farm Primary aims to create a safe atmosphere where:

There is Quality Education for all children in partnership with parents, guardians, governors and the community

Excellent teaching staff hold the key to good practice

Children will learn to work together effectively, include others and make friends

Literacy, Numeracy Science & Information Technology are of paramount importance

All will be treated as equals

All will be encouraged towards independence

1. Introduction

The mission statement of our school talks of valuing the individuality of all our children and families. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupil's varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

2. Aims and Objectives

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, groups of pupils or families. This means that equality of opportunity and access must be a reality for our children. We make this a reality through the attention we pay to:

- Removing any factors which are barriers to including pupils with disabilities;
- Providing necessary resources to enable all pupils to access the curriculum;
- Providing training for staff to enable them to be effective in the education of children with disabilities;
- Improved access to the building for children or family members with disabilities

3. Access for disabled pupils to the curriculum

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- Setting suitable learning challenges;
- Responding to children's diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?

Some children in our school have disabilities and consequently need additional resources. Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities.

3.4 Teachers ensure that the work for these children:

- Takes account of their pace of learning and the equipment they use;
- Takes account of the effort and concentration needed in oral work, or when using, for example, vision aids. For the children with visual impairment extra LSA time is given for the preparation of large resources in order for them to access the work with more ease.
- Allows opportunities for them to take part in educational visits and other activities linked to their studies;
- Uses assessment techniques that reflect their individual needs and abilities, for example using enlarged SATS papers for visually impaired children.

3.5 Our school is committed to the training of all staff to support all children in their learning. This training may take place in school or at an outside agency. Examples of this recent training include:

- Makaton workshops –Cued Articulation training –
- Working with children with physical and sensory difficulties
- Working with learners with hearing impairments –
- Regular LSA meetings in school to share information and practice.
- Speech Therapy
- Autism
- Bereavement

3.6 All children are given opportunities to experience and participate in the P.E. curriculum. This means that children with visual impairments are supported during such lessons, as well as children with physical disabilities. For health and safety advice the Inclusion officer liaises with outside agents. This enabled a physically disabled child to join in with the class swimming lessons.

3.7 We support children, through the use of ICT, to access the curriculum and develop their learning. This includes the purchase of new ICT resources such as 'Writing with Symbols' and teaching children to touch type. We also link with Joseph Clarke school for guidance on children with sight difficulties.

Access to and around the School

- 4.1 The school is committed to providing an environment that allows disabled children full access to all areas of learning. All of our classroom entrances are wide enough for wheelchair access and the designated points of entry for our school also allow wheelchair access. The school has a lift with a key kept in the office. The school has disabled toilet on each floor.
- 4.2 The entrance to the school is clearly signed and there is a disabled parking bay as close to the school as possible.
- 4.3 To support our children with visual impairments contrasting paint has been used to define the edges of steps in the playground, railings and fences. The stairs in the main building also have a contrasting colour on the edge.

Access to Information

- 5.1 See Freedom of Information Policy (Ratified by Governors annually).