



Accessibility Strategy

'A successful caring Christian school at the heart of the community'

St. David Haigh and Aspull C of E Primary School aims to provide a warm, caring and happy environment based on the Christian values, where each child is respected as an individual with personal, intellectual, physical and emotional needs and talents. Within this environment each child will be given equal value and opportunities and will be positively encouraged to reach their full potential, grow in confidence and develop high self-esteem so as to respond positively to opportunities, experiences and responsibilities of life in an ever changing world.

Accessibility Strategy

This strategy addresses the provisions contained in the Disability Discrimination Act.1995, Part 4, Code of Practice for Schools as amended by the Special Educational Needs and Disability Act 2014. The Act describes two key duties involved in ensuring that schools do not discriminate against disabled people, these are:-

- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage - this is known as the Reasonable Adjustments Duty.

The aims of this strategy are to:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment of the school, to increase the extent to which disabled pupils can take advantage of education and associated services
- Improve the provision of information in a range of formats for disabled pupils and their families

An access audit has been completed by the Leadership Team and discussed with staff and governors. This has formed the basis for the information below, and the formulation of the school Access Plan.

1. Increase the extent to which disabled pupils can participate in the school curriculum

At St. David's we ensure that all children have access to a broad and balanced curriculum, this not only covers teaching and learning but the wider curriculum of the school. All children have access to extra curricular activities, visiting speakers and theatre groups and educational visits. Special transport is organised when needed and additional staff are used to support these activities. All children, when it is safe to do so, are encouraged to participate.

The curriculum is differentiated for individuals and groups of children to enable full inclusion and access. This takes place in every year group with teaching and non-teaching support staff who



support individual learning and behaviour plans. Teachers use a range of teaching styles to address a variety of learning preferences. Clear, specific targets, and extension work when appropriate, are set for all children.

Daily Worship plus Personal, Social and Health Education programmes, Citizenship and Circle time are used in classes to explore sensitive issues which include disability, racism etc. A School Council, made up of elected pupils from each year group, meets regularly, with the school's Learning Mentor and/ or Headteacher and invited visitors, to discuss whole school issues.

Refer to SEND Policy and SEND Statement

Refer to Equality and Diversity Policy

2. Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

St. David's is made up of a number of buildings:

- The Crawford building
- Red Rock building
- Valentine building
- School House

The school is built on one level, with the exception of the School House but here access to the first floor is restricted to adults only.

As an inclusive school all changes to the buildings and grounds are made, where possible, to improve access and mobility. However due to the listed status of the grounds and buildings all changes have to be agreed with Wigan Metropolitan Council Planning and Regeneration Department.

Overview of buildings:

Crawford Building:

Double doors from the hall leading to Crawford Training Suite are wide enough for wheelchair access, as is the main entrance into the hall. However the 2 doors into Crawford Classroom are standard width doors and could make access difficult.

The main entrance has double doors for easy access.

The Library is housed in this building however the corridor leading to it is narrow with supporting pillars making manoeuvrability difficult.



The only disabled toilet is located here, which has full support bars and facilities at the correct height.

Red Rock Building

This building is all on 1 level and a ramp facilitates access to the Early Years Outside Play Area. The open shared area houses a lot of equipment for the different types of provision however these are not fixed and could be rearranged to improve access. Lower windows allow children to see clearly outside.

Access to computers is at an age appropriate height in this building.

Valentine Building

This building is all on one level. There is a shared resource area which leads on to 3 classrooms, Learning Mentor room and toilets.

Both girls and boys toilets have disabled facilities in them.

All doors are wide enough to accommodate a wheelchair.

School House

Only the ground floor of this building is accessible to children.

The Fearnley Community Suite is used predominantly for technology. Fixed benches on the sides are sited at the correct height for children the remaining furniture is moveable to increase access if required.

There is a toilet available in this room

Access to other areas of the school house are restrictive due to steep stairs and a small entrance hall.

Generally

Medical Needs Policies are updated regularly and a copy is available in the Office and the Staffroom and can only be accessed by staff.

Individual Care Plans are agreed for children who have additional needs and shared with staff – the Learning Mentor oversees this.

Fresh water is available to all in school and the benefits of a healthy diet and lifestyle are taught to all pupils.

All signs and displays can easily be seen and read.

The school has access to Outreach Support and is therefore able to access additional equipment to support children eg sloping boards, pencils/pens with special grips, acetate overlays etc.



3. Improve the provision of information in a range of formats for disabled pupils and their families

All curriculum information and documentation is differentiated according to children's needs; this can include reduced or simplified text, the use of large print, picture information etc.

Reviewed-September 2022

Next Review-September 2023