

## **Accessibility Plans**

Welcome to our Accessibility Plans which supplement our SEN Information Report. All governing bodies of maintained schools and maintained nursery 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.

At Angel Road we value *all* members of our school community. We strive to provide a welcoming, positive environment, enhancing the learning of all; both children and adults, regardless of ability, race or gender. We aim to work together – parents, staff, Governors and children – for the benefit of *all* those who come to our school, including those with additional needs.

## **Admissions**

Requests for a place at Angel Road – 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 at:

[www.admissionsonline.norfolk.gov.uk](http://www.admissionsonline.norfolk.gov.uk)

We welcome visits from parents considering requesting a place for their child/child ren. In accordance with The Equality Act 2010, no learner will be refused a place because of their disability.

## **What We Do to Support Learners with Disabilities 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 at Angel Road. 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 Sensory Support, Access Through Technology, and Health Services including Occupational Therapy and Physiotherapy. This enables us to act on their advice 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. We also maintain links with local special schools through School2School Support and in this way are able to access training, such as signing training, their expertise and facilities when necessary.

## **Physical Environment**

Most of both our sites are on a single level with good access for children with mobility difficulties. Both schools have toilets that are adapted for disabled pupils. There are some areas of the school where access is more difficult and contingencies have to be put into place:

Access to Year 1 area: The Year 1 area and playground are normally accessed by steps. However, the steps can be avoided by using the gate from the outdoor classroom and entering the Year 1 playground from the side.

Access to upstairs classrooms at the Junior School: These two classrooms are only accessible by stairs so the placement of a child with disabilities would have to be built into our planning.

Access to dining hall at the Junior School: The dining hall is normally accessed using steps. However, there is ramped access to the side of the building.

Edges of all steps are marked to allow safe movement for pupils with visual impairment. Each child with a disability affecting their mobility has a Personal Emergency Evacuation Plan.

## **Positive Relationships**

At Angel Road 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. PSHE lessons support the social 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. 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. ZAP assertiveness training is offered to Year 6 pupils as part of their preparation for transition to high school.

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 or member of the Leadership Team, and signposting other groups who can offer support, information or advice.