

Green Meadow Independent Primary School



Pupil Accessibility Policy

Policy approved February 2024
Next review date for policy – August 2025

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[Green Meadow Independent Primary School](#)

Pupil Accessibility Policy

Related Policies

- ❖ Admissions Policy
- ❖ Anti-Bullying Policy
- ❖ Equality and Diversity Policy
- ❖ General Medical Care Policy
- ❖ Special Educational Needs Policy

Introduction

This policy is drawn up in accordance with the Equality Act 2010 and in conjunction with the Children's and Families Act 2014. The school also draws upon the guidance laid out in the May 2014 DfES "The Equality Act 2010 and schools" document and the revised EYFS Framework 2024.

Key Objective of this Policy

To reduce barriers to the curriculum and to fully enable participation in the school community for pupils, and prospective pupils, with a disability by:-

- ❖ not treating pupils who are disabled less favourably for a reason related to their disability;
- ❖ making reasonable adjustments for pupils who are disabled, so they are not put at a substantial disadvantage;
- ❖ drawing up plans to reasonably eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Definition of Disability

Disability is defined within the Equality Act 2010 as follows:

"a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities".

This definition is broad in context, and can include children with a range of impairments such as, Autistic Spectrum Disorders, ADHD, ADD, diabetes or epilepsy, where the effect on the pupil's ability to carry out normal day to day activities is adverse, substantial and long-term.

Dyslexia and dyspraxia are included in this definition. All pupils with cancer or surviving cancer, HIV, CF or multiple sclerosis are also included from the point of diagnosis.

Definition of Normal day to day activity

This is impacted if the impairment impacts one or more of the following:

- ❖ Physical co-ordination
- ❖ Contenance
- ❖ Mobility
- ❖ Manual dexterity
- ❖ Ability to lift, carry or move everyday objects
- ❖ Speech, hearing or eyesight
- ❖ Perception of risk of physical danger
- ❖ Memory or the ability to concentrate, to learn and to understand

Definition of a disability

A long term condition is defined as any that lasts for more than one year.

What defines 'reasonable adjustments'?

In the Equality Act 2010 as a whole, there are three elements to the reasonable adjustments duty that relate to:

- ❖ Provisions, criteria and practices
- ❖ Auxiliary aids and services including assistive technologies
- ❖ Physical features.

In determining what is reasonable the school will have regard to:

- ❖ The financial resources available to the school
- ❖ The costs of any particular alteration to the premises, staffing arrangements, or special equipment required
- ❖ The practicality of making reasonable adjustments
- ❖ The extent to which aids and services will be provided via a Statement of Educational Needs (Educational Health and Care Plans), psychological report, or by provision paid for outside the school's resources
- ❖ Health and Safety requirements
- ❖ The interests of other pupils
- ❖ The need to maintain academic, musical, sporting or other standards

Identifying needs and general Information

Green Meadow School is a school where acceptance of a pupil is based on whether the school can appropriately meet each child's needs. The Special Educational Needs and Disability (SEND) policy gives detailed information about how individual needs are met and the teaching and learning and special arrangements and specialist support in the school. The needs and provision for pupils with statements/EHC Plans is given careful consideration prior to entry to ensure that their needs can be met fully.

Green Meadow School is not a specialist independent school within the meaning of the Children's and Families Act 2014, and is not registered with the Secretary of State under section 41. Consequently Green Meadow School does not publish a SEND information report, nor comply universally with the SEND Code of Practice whose scope is targeted at maintained schools. Green Meadow School is an independent school, thus is not named on an EHC Plan under a Local Offer (funded place).

Green Meadow School may, from time to time, choose to admit a pupil subject to a Statement or EHC Plan, if parents/carers express a wish for the school to be named, and if this is agreed by the Local Authority, and where the school can fully and clearly meet the child's needs. This is an unusual and rare arrangement since Green Meadow School has only limited SEND provision, and would not generally be the best or most appropriate setting for a child subject to an EHC Plan/Statement.

A detailed SEND Register is kept and all staff are provided with information about the children with additional needs. The school works closely with outside agencies and in conjunction with the LEA for the statement/EHC Plan children. A programme of continued professional development as well as in school INSET training is provided to help support the school staff in meeting the needs of children with SEND. Staff meetings are held to discuss pupil issues as well as plan for pupils who are joining the school.

There is a strong welfare support system in place at Green Meadow School. Prep teachers at Green Meadow School, play an important part in the welfare of the children. Children build up strong and secure relationships with their teachers, and the school provides a safe and nurturing environment which allows every child the opportunity to succeed and flourish.

The full management team including the head teacher and deputy head, are the respective safeguarding leads. There is a pupil buddy system in place which helps new children to settle in along with a comprehensive induction programme. There is a clear complaints procedure of which pupils as well as parents/carers are made aware.

Admissions

Parents/carers of prospective pupils should notify the school of any SEND as early as possible so that we can make appropriate arrangements for any visits to the school. We welcome pupils with disabilities and special educational needs providing that our school can accommodate their needs. Parents/carers should provide a copy of an Educational Psychologist's report or medical report at the earliest opportunity but specifically during the registration stage of the Admissions process. We can then discuss thoroughly with parents/carers and their medical advisers, the adjustments that can reasonably be made for the child and whether we can meet their needs before a place is offered.

Once we have assessed a child's needs and offered a place, the school will do all it reasonably can to ensure that the child can, with 'reasonable adjustments', access the

curriculum and the co- curricular programme. In order that all our pupils may have the fullest possible experience at the school, we try and ensure that all its pupils can participate fully in all aspects of school life including trips, sports and events, but must ensure that no pupil's safety or education is put at risk by the needs of another individual.

Withdrawal of a Pupil

If, following the process of consultation and the making of all 'reasonable adjustments', it is the professional judgement of the management team that the school cannot provide adequately for the SEND, parents/carers will be asked to withdraw the pupil. In such cases, every reasonable effort shall be made by the school to assist in finding a suitable placement in another school.

Responsibility

In order that Green Meadow School is fully compliant with the Equality Act, all staff are made aware of the duties towards children who have SEND and the 'reasonable adjustments' needed for particular children.

Concerns or complaints

Green Meadow School has an internal complaints procedure, which starts by asking parents/carers to raise any concern or complaints with the teacher initially and then the management group. Beyond this, the Equality and Human Rights Commission provides a confidential help line and a conciliation service (<http://www.equalityhumanrights.com/>).

The School also recognises that students with SEND may be at risk of being bullied. The School has an Anti-Bullying Policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

APPENDIX A: Accessibility Plan Green Meadow

| Item | Reason | Responsibility | Target date for completion | Date completed |
|--|---|----------------|----------------------------|----------------|
| Disabled ramp leading to main school door. | To afford the provision of independent mobility wheelchair access in negotiating the change of height between the path and internal floor surface | Management | | Completed |
| Lift provided to ensure upstairs classrooms and library are accessible to all staff and pupils. | To allow unrestricted access to all classrooms upstairs and the library | Management | | Completed |
| Provide at least one wider bay in the main car park. At present this bay is not marked out as disabled access only. However this can be rectified immediately should it be required. | To ensure accessibility to the car park for all. | Management | When needed | Part Complete |
| Ensure all outside areas are fitted with one level safety flooring to make the outside provision accessible for all. | To afford the provision of independent mobility wheelchair access | Management | | Completed |
| One downstairs W/C is DDA compliant: <ul style="list-style-type: none"> • Hand rails • W/C signage denoted | The Ground floor to the main school is largely wheelchair accessible through to the classrooms and in the dining room. | Management | | Completed |
| One upstairs W/C is the size of disabled toilet facilities. If it is required for either staff or pupil this toilet would be converted to be DDA compliant. Currently the downstairs disabled toilet is fully DDA compliant. | To ensure the staff or pupil has an accessible toilet upstairs | Management | When required | Part completed |
| Ramp to children's garden | Improve access to the side of the building where the children's garden is located. | Management | When required | |
| All corridors and doors are of a size that is wheelchair friendly. | To afford the provision of independent mobility wheelchair access | Management | | Completed |