



Blackwater Community Primary School

Accessibility Policy

Sept 2024 - 2025

Mission Statement

Inclusion and equality are at the core of our school community here at Blackwater. We believe that every child has the right to achieve their full potential no matter what their ability. Through our Disability Equality Scheme and this Access Plan, everyone in our school's community will be enabled to have their voice heard and be represented on issues that will remove barriers for the good of all, not just those with disabilities. We will be proactive in raising awareness of disability issues and in consulting pupils, parents, staff and governors. This will have a positive impact both for our current and future communities.

Definition of Disability:

A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day-today activities. Physical or mental impairment can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have long-term and substantial effect on students' everyday lives. These can include asthma, chronic eczema, ADHD, cancer, AIDS, to name a few.

Introduction

Blackwater's School's Access Plan sets out how Blackwater Governing Body will promote equality of opportunity for disabled people. Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in 3 ways:

increasing the extent to which disabled pupils can participate in the school curriculum;
improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

• improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

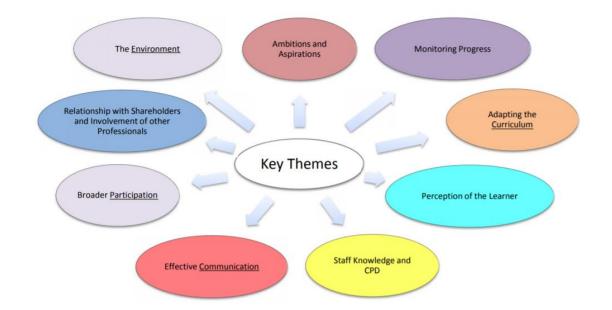
An overall vision should therefore reflect the six elements in the general duty:

- Promoting equality of opportunity
- Eliminating discrimination
- Eliminating harassment
- Promoting positive attitudes
- Encouraging participation in public life

• Taking steps to meet disabled people's needs, even if this requires more favourable treatment

Access Plan

This Access Plan summarises aspects of Blackwater School's plans to increase access to education for disabled pupils, parents/carers and staff and does so around 9 broad themes (note the 3 key areas of curriculum, environment and information as underlined below – environment is also covered within the broad themes of broader participation):



Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Ambitions and Aspirations					
Embed the commitment to	Analyse impact of:	Autumn term	Leadership team	SENCo	Governor
Equality through all	Behaviour Code,	2019 and	and SENCo time		policy
aspects of school life,	School Rules, Anti-	termly	to review policies	HT	review
ensuring that mechanisms	Bullying Policy,	monitoring			schedule
to support this, such as	Educational Visits,	thereafter.		Staff	
policies, consider the	Homework, Health			C	Pupil and
implications of Disability Access. Ensure that such	Provision in relation to			Governors	staff
commitment is visible to	pupils with disabilities.			Pupils	feedback.
all in the community and	Involve Pupil Voice			Pupiis	
is unequivocal in its	regularly and with				
ambition	clear outcomes				
unblaun	cical outcomes				
	Consult pupils and				
	staff on any proposed				
	changes.				
	-				
	Introduce new policies				

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Relationships with Shareholders and working with professionals.					
Shared partnerships will	Modes of	From	Various teams for	SENCO	SENCo
be highly organised,	communication, liaison	September	specialist support		feedback
efficient and productive,	and target setting to	2019	Meeting time	HT	
meeting the needs of all	be agreed between	Ongoing	scheduled		SENCo
identified groups of	Perranporth and the	monitoring by	between SENCO	Staff	feedback to
children and individuals	key agencies (to	SENCO with	and		governors
whose access requires	include the SLT, HI,	Leadership	parents/carers to	Specialist	
special attention or	VI, ASD, ADHD) Clear	team as part	facilitate shared	Agencies	
support.	areas of responsibility	of monitoring	working		
	and shared	schedule.	relationships	Parents/	
Parents/Carers with	commitment to be		Meeting time	Carers and	
disabilities to receive	confirmed as due		scheduled		
regular communication* –	course of meetings		between specialist	Termly dates	

adapted for easy access as	and target setting	services and	for	
required – to maximise the	processes Identified	SENCO (or	monitoring	
success of interaction and	groups and individuals	CT/Learning	-	
promote positive	to be monitored by	Support assistants		
relationships	SENCO and HT in	as suitable) to		
	liaison with the	facilitate team		
	Leadership Team (LT)	work and shared		
		target work.		

Monitoring and Review

The Headteacher, supported by the Leadership Team reviews the policy on a regular basis and, if necessary, they make recommendations for further improvements.

Those people responsible for anti-bullying matters in this school are:

Mrs. Evey Evison	\sim Headteacher and SENCo
Mrs. Mel Brown	~ SEN Governor

Dates:

Date of Policy: Sept 2024 Review: Sept 2025