



Bladon C of E Primary School

Reviewed: March 2017

Next Review: March 2020

Authorised by:

Approved by:

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Tracey Fletcher, Headteacher

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Ray Banks, Chairman of Governors

## **Access to Curriculum Policy (C02) With reference to building accessibility**

### **Purpose:**

The purpose of this policy is to define the way the School will:

- Offer a broad and balanced curriculum to all of its pupils
- Develop each child's full potential in all areas; whether academic, artistic, physical, social or spiritual.
- Celebrate children's particular talents and actively encourage achievement.
- Take account of the needs of pupils, staff and visitors with physical difficulties.

The School is committed to providing an environment which encourages all pupils to maximise their potential whatever their needs.

### **Strategies for achieving the aims:**

At Whole School Level the following strategies will be employed

- Audit of intake for potential needs
- Planning for necessary INSET with budget implications
- Long, medium and short term planning for differentiation
- Moderation procedures
- Knowledge of inclusion statements
- Knowledge of available specialist support
- Teaching and Learning Policy which applies to children whatever their needs.
- Updating of pupil information
- Establishment of high expectations

At Classroom Level the following strategies will be employed where appropriate:

- Varied and flexible groupings, allowing children to work together as a class, in mixed-ability groups and individually
- Differentiation by task (including differentiated homework)
- Differentiation by outcome
- Setting individual targets
- Provision of challenging activities across the whole curriculum.
- Encouraging all children to become independent learners by:
  - organizing their own work
  - carrying out unaided tasks which stretch their capabilities
  - making choices about their work
  - developing the ability to evaluate their own work and so become self-critical.

### **Parents/Carers will be informed of children's progress by:**

- Involvement in Pupil Profiles
- Parent/Teacher Consultations and informal meetings
- Termly Reports

- Governors Report to Parents
- Communication with parents/carers will be adapted as the need arises.

**Provision for Staff:**

In the event of an existing member of staff developing a medical condition which requires adaptations to be made to the physical environment to enable them to continue to work effectively and efficiently the school will liaise with them and all relevant outside bodies to assess their needs, and will put in place such alterations or adaptations as are reasonably practical. In the event of a new member of staff with such needs being appointed that appointment will be contingent on the School following the same procedure to determine whether it can reasonably practicably make the necessary adaptations prior to the appointment being confirmed.

**Role of the Senco/SNA/ST:**

- Monitor agreed policy,
- Develop and share own expertise,
- Purchase appropriate resources /budget implications
- Monitor assessment and provision.

**Education & related activities:**

The School will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers, and of appropriate health professionals from the local NHS Trusts when applicable.

**Access to School Buildings:**

The School is aware that the access to some of the buildings is difficult for the physically disabled. The main School Entrance allows wheelchair access and there is a disabled toilet facility near to the Hall. Access to the playground from the rear of the School is via steps which are not suitable for ramping. It is, however, possible to enter the playground via the pathway parallel to School Lane alongside the Hall.

The Foundation Classroom is not suitable for wheelchair access; the entrance is via steps and its toilet facility is too small. The three classrooms in the main school building have variable accessibility via small steps which could potentially be ramped.

The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises and incorporate such features as are reasonably practical.

**Linked Policies & Documents:**

This policy should be read in conjunction with the following policies and plans:

- Equal Opportunities Policy
- Safeguarding Policy
- SEN Policy
- Curriculum Policy
- Behaviour Policy
- School Development Plan
- Staff Development Plan
- Building & Site Development Plan

