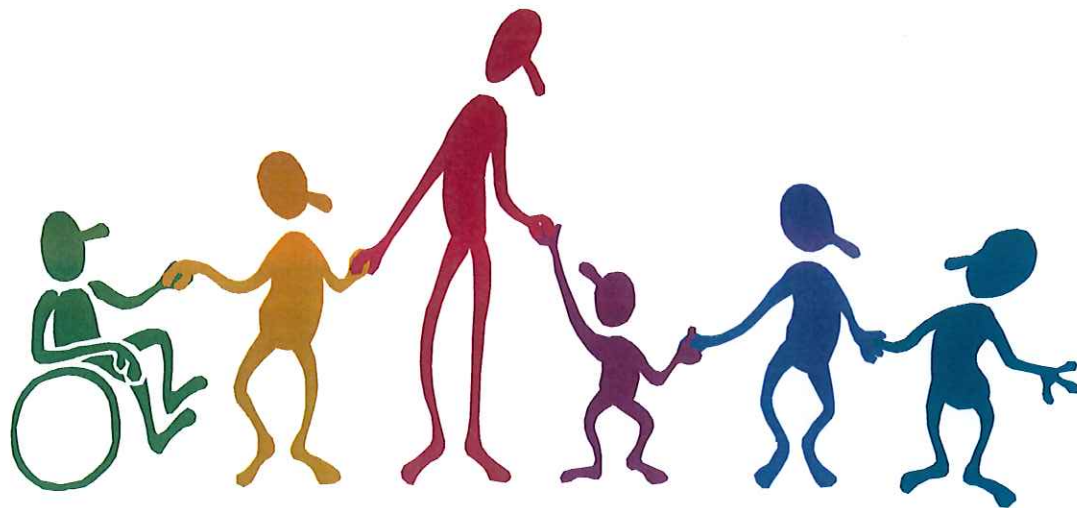


# Wrekin View Primary School and Nursery



## Disability Access Statement April 2018

Learning Together To Achieve Forever



## **Vision and Values**

At Wrekin View Primary School and Nursery we are committed to equality of access and information for all pupils and their parent/carers regardless of additional need and/or disability. We recognise that whilst we are working daily with pupils with a variety of needs, parents/carers may also have additional needs which we must try to meet in forming effective home-school partnerships.

With the introduction of the Disability Discrimination Act (DDA) in October 2005, Wrekin View Primary School and Nursery, in common with all premises offering access to the public in England and Wales, assumed a mandatory obligation to provide easy access to all parts of the premises for people with disabilities, wherever reasonably practical.

The Equality Act 2010 places on all schools a duty to promote equality of educational opportunity regardless of gender, race, faith or social background. At Wrekin View Primary School we are committed to promoting such diversity and valuing the individuality of every child in our school. This includes a determination to challenge discrimination in all its forms.

## **School Context**

Wrekin View Primary School holds firm the belief that all people are born equal irrespective of race, faith, health, lifestyle, sexual orientation or gender. As a result, we treat all associated with the school including staff, pupils, parents, governors and the wider community with equal respect and dignity regardless of background.

The school is a two form entry school that ensures classes are equally balanced with regard to gender. The gender balance is also considered when pupils are divided into ability groups/sets.

Wrekin View Primary School is an inclusive school where all pupils are given the same opportunities and every effort is made to integrate pupils into school life regardless of behavioural or learning needs.

The school serves a diverse community, with many different nationalities in school and in excess of 12 different languages spoken by both teachers, pupils and parents/carers.

## **Other School Policies**

There are a number of other policies relating to equality that should be read in conjunction with Disability Access Statement 2018. These include:

- The Behaviour and Discipline Policy

- The Anti – Bullying Policy
- Special Educational Needs and Disabilities Policy
- Health and Safety Policy.

### **Aims of the Disability Access Statement**

Wrekin View Primary School seeks to promote equality in all aspects of its work, including

- Teaching and learning
- Policy development
- School ethos
- Partnership with parents, carers and the community
- Curriculum

The school also aims to promote equality in its role as an employer, including

- Recruitment, retention and promotion
- Training and career advancement
- Equal pay
- Challenging sexual harassment, homophobia and trans –gender issues relating to pupils and staff.

### **School Building Access Arrangement**

Wrekin View comprises an inter-linked grouping of single story buildings on one site, dating post Second World War, with one significant change in floor levels within the main building.

To meet the requirements of the legislation, Wrekin View has installed a number of ramped/level access points throughout its premises as follows:

**Upper KS2 Access Door:** The Y456 external access point to the building has access by way of a low gradient ramp. (100% disabled access)

**Forest Schools Access Door:** The access point is a level threshold access point to the Y456 corridor from the Forest Schools area and staff car park, and a low gradient ramp to the ICT room giving full access to the remainder of the building. (100% disabled access)

**Forest School Area & Fire Muster Point:** These areas are now fully accessible following the installation of a wheelchair low gradient ramp from the Forest School Access Door to the field. (100% disabled access)



In addition to the above, there are accessible lavatory facilities at various locations within the building with the addition of an electronic table changing facilities for EYFS and KS1/2 if required.

### **Key Responsibilities**

The governing body is responsible for:

- Ensuring the school complies with legal legislation.
- Ensuring the Disability Access Statement and related procedures are fully implemented.

The Head Teacher is responsible for:

- Implementing the content of this document.
- Ensuring (teaching and auxiliary) staff are aware of their responsibilities and are given appropriate training and support.
- Taking appropriate action in cases of lawful discrimination.
- Identifying a member of staff to take the lead of Inclusion Manager.

The Head Teacher has responsibility for equality and will consult with stakeholders by:

- Ensuring the Senior Leadership Team (SLT) review school policy and practice from an equality perspective.
- Communicating with staff, parents and governors via staff meetings, governors meetings, newsletters or the school website.
- Ensuring that any new or revised policies takes equality into account at the planning stage.
- Ensuring that parents who speak English as an additional language have the opportunity to access information in their first language.
- Providing paper copies of all home-school communication where parents/carers have not signed up for e-mail communication.
- Using social media, APPs and e-mail to offer parents a range of modern communication techniques.
- Make arrangements for parents with visual or hearing impairment in accessing all school information.

Teachers are expected to:

- Have high expectations of all groups of pupils in their class and use a flexible range of teaching media and learning styles.
- Report incidents of racism, sexual harassment and homophobia to the Head Teacher or Deputy Head Teacher.

- Incorporate the principles of equality and diversity in all aspects of the curriculum.
- Support pupils for whom English is an additional language.
- Challenge Stereotypes and promote positive images of all groups.

## **Teaching and Learning**

Wrekin View Primary School encourages a flexible range of learning and teaching styles for all pupils, including:

- Providing a differentiated range of activities in each lesson
- Making it clear that work is relevant, has a clear purpose and real audience
- Ensuring there is good pace, and an element of competition or challenge is included
- Encouraging pupils to discuss work together
- Encouraging risk-taking
- Giving regular positive feedback
- Allowing time for reflection and review

## **Curriculum**

Equality will be promoted through the curriculum, for example:

- Incorporating into the curriculum positive role models demonstrating the achievements of men and women in non-stereotypical contexts (e.g. women scientists and engineers, men in caring roles)
- Work on combating stereotypical views, for example using drama to counter gender stereotypes, and provide both sexes with opportunities to empathise with problems the other may face.
- Highlighting bias found in books for discussion with children and young people.
- Celebrating the religious festivals of many faiths.
- Sporting opportunities for all pupils within school hours and as part of extra-curricular activities and inter-school events.
- Opportunities to read or listen to stories which challenge stereotypical views and triumph over adversity.
- Assemblies.

## **Religious Observance**

Wrekin View Primary School respects the religious practices of staff, pupils and parents, and comply with all reasonable requests relating to religious observance and practice.

## **Monitoring and Review processes**

Wrekin View collects, on a termly basis, quantitative data in relation to academic progress and different groups of pupils can be identified as making more or less progress than expected. This allows for focus on identified areas of weakness to be swiftly addressed.

Incidents of racism, sexual harassment and homophobia are recorded and reported to governors and local authority in the termly Head teacher's report.

Breaches of the policy will be addressed by the Head Teacher and Governors.

The policy will be reviewed annually.

**Signed:** *Lucy Sobey 14.12.18*

**Date:** **November 2018**

**Review Date:** **November 2020**