



Gaddesby Primary School

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Policy Name: Accessibility Plan

Written by: Kate Benney (SENDCo)
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INTRODUCTION

Gaddesby Primary School provides a broad and balanced curriculum for all children. It aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

LEGISLATION AND GUIDANCE

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.

The purpose of the plan is to plan identify the ongoing actions of the Governing Body of Gaddesby Primary School to increase access to education for disabled pupils in the following three areas:

- 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.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The Special Educational Needs and Disability (SEND) Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions.

VISION AND VALUES

Gaddesby Primary School provides a broad and balanced curriculum for all children.

Teachers plan to meet the specific needs of individuals and groups of children. They set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and disability requirements that could create barriers to learning.

These requirements may arise as a consequence of a child having Special Educational Needs. Provision is made, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities, and to meet their potential as learners.

Children may have Special Educational Needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with Special Educational Needs takes account of the type and extent of the difficulty experienced by the child.

We consider every teacher to be a teacher of every child, including those with special educational needs and disabilities. We have the highest aspirations and expectations for all children, including those with special educational needs.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the Equality Policy and Objectives explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the school will manage this part of the SEND provision.

Schools are required under the Equality Act 2010 to have an accessibility plan. The Gaddesby Accessibility Plan will:

1. Improving access to and participation within the curriculum.
2. Improving access to the physical development.
3. Improve the access and delivery of written information

Management, Co-ordination and Implementation

We share a whole school approach to meeting the requirements outlined in our Accessibility Plan. A review of the plan forms part of our school development planning process, the progress of which is monitored by the Leadership Team and the Governors. We ensure that all staff receive regular training and support in meeting the requirements of the school Accessibility Plan.

Gaddesby Primary School will make its Accessibility Plan available on request.