

Accessibility policy

Approved		Responsibility	FGB
Review	Every 3 years		



This policy is linked to the following:

Single Equality Statement, SMSC, Inclusion/SEN, PSHE, over arching Safeguarding policy, Child Protection, Behaviour, Health and Safety

Policy prepared **June 2016**
Policy approved **January 2017**
Policy review **January 2020**

This policy is drawn up in accordance with the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA).

It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', issued by DfES in July 2002.

Definition:

Disability is defined by the Disability Discrimination Act 1995 (DDA): 'A person has 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 to day activities.'

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers, those who have recovered from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, staff, volunteers, parents and visitors with a disability.

Principles

The school recognises its duty

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan
- To ensure the environment allows for a physically disabled person access to all areas of the school to enable them full participation in all aspects the curriculum and school life

In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002)

Greenfields Junior School recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents' and child's right to confidentiality;

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework which underpin the development of an inclusive curriculum;

- Setting suitable learning challenges
- Responding to pupils' diverse needs

- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Activity

a) Education and related activities Greenfields Junior School will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers and appropriate health professionals from the local NHS trusts. The schools SENCO, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum, and wider school activities. This may include the deployment of teaching assistants appropriate to facilitate participation. Staff will be provided with appropriate training to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

b) Physical environment: The school design is suited to providing physically disabled access as there are designated disabled car park spaces available. Children have direct access into their classroom from the playgrounds and there is one large disabled toilet in the entrance area for both children and public with emergency pull string alarm. Following the completion of the extension project, the school has level access to the main entrance and access lift from the entrance to the older part of the school building.

The school will take account of needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

c) Provision of information the school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Linked Policies

This policy will contribute to the review and revision of related school policies/documents, e.g.

School Improvement Plan

Inclusion

Single Equality Statement