




Imagine...with all your mind, Believe ...with all your heart, Achieve ...with all your might



SCOTTS PRIMARY SCHOOL

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|---|---------------------------------|-----------------------|
|  | Name of School | Scotts Primary School |
| | Policy review Date | September 2023 |
| | Date of next Review | September 2026 |
| | Who reviewed this policy? | Jenny Taylor |
| | Date approved by Governing body | September 2023 |
| | Inclusion Governor | Lindsey Griffin |
| | Headteacher | Ryan Kinnear |
| | Chair of Governors | Jackie Boardman |

Accessibility policy

1.Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which children with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable children with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information children with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

GUIDING PRINCIPLES

All our pupils have the right to an education that is appropriate to them as individuals. As far as possible it is our aim to minimise the difficulties that pupils will experience. We aim to achieve this by adopting **three principles** that are essential to developing a more inclusive curriculum.

Three principles for inclusion

Setting suitable learning challenges - We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible

Responding to pupils' diverse learning needs - We take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning

Overcoming potential barriers to learning and assessment for individuals and groups of pupils - We recognise the importance of adapting and creating individual assessment opportunities for pupils and adapting teaching styles to support children's learning needs. We understand the importance of addressing these potential barriers to learning.

In making provision for pupils with special educational needs and disabilities our aim is:

- to ensure that our duties, as set out in the Equality Act 2010, are fully met to enable pupils with special educational needs and disabilities to join in the activities of the school along with pupils who do not have special educational needs;



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- to ensure that our duties, as set out in the SEN Code of Practice 2015, are fully met in supporting children with additional needs;
- to ensure the school has an Accessibility Plan in line with statutory guidelines.
- to ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;
- to identify the needs of pupils with disabilities and/or special educational needs (SEN) as early as possible;
- to use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils;
- to provide a graduated approach in order to match educational provision to pupils' needs;
- to develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
- to take into account the ascertainable wishes of the children concerned and, involve them in decision making in order to provide more effectively for them;
- to make reasonable adjustments to enable children with disabilities to access the whole school curriculum including school trips and out of school hours activities and learning;
- to ensure effective collaboration with the Local Authority (LA) services, health services and social care in order to ensure effective action on behalf of pupils with special educational needs and disabilities;
- to ensure that all staff are aware of their responsibilities towards children with special educational needs and are able to exercise them;
to carry out the above promptly and with sensitivity to effectively support the children we are seeking to help.

Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. We work alongside our Local Authority-London Borough of Havering. Their Local Offer is available at

<https://familyserviceshub.havering.gov.uk/kb5/havering/directory/home.page>

2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.



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Continue to review and improve where possible access to the curriculum for children with a disability

- Our school offers a differentiated curriculum for all pupils.
- We use resources tailored to the needs of pupils who require support to access the curriculum.
- Curriculum resources include examples of people with disabilities.
- Curriculum progress is tracked for all pupils.
- Targets are set effectively and are appropriate for pupils with additional needs.
- Enrichment opportunities, including trips, are made accessible for all.

The curriculum is reviewed to ensure it meets the needs of all pupils.

- Our school uses a range of communication methods to ensure information is accessible. These will be developed and adapted according to the needs of individual pupils. For example, the use of Makaton signing, PECs symbols, large print resources, coloured papers/underlay/overlay, clear signage, photos/picture/symbolic representations

Improve and maintain access to the physical environment

- The environment is adapted to the needs of pupils as required. This includes:
 - The school being on one level
 - Appropriate width doorways and corridors
 - Ramps
 - Accessible parking bays
 - Disabled toilets
 - Tables and chairs adjusted to an accessible height
 - Library shelves at wheelchair-accessible height

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Special educational needs (SEN) policy
- Supporting pupils with medical conditions policy.