

SHELTON INFANT SCHOOL

ACCESSIBILITY POLICY

Introduction

Under the Equality Act (2010) schools should have an Accessibility Plan. The Equality Act replaced all existing legislation. The effect of the law is the same as in the past meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.

The Equality Act (2010) states that a person has a disability if:-

1. He/she has a physical or mental impairment, and
2. The impairment has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

We are committed to making sure that we:

- increase the extent to which disabled pupils can participate in the school curriculum
- improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The Accessibility Plan is listed as a statutory document in the DfE’s guidance on statutory policies for schools. The Plan must be reviewed every three years. The current plan is attached to this document.

The School’s Vision and Values

Shelton Infant School has high expectations for pupils with disabilities and expects them to be able to participate and achieve in every aspect of school life. We aim to remove barriers to learning so that every pupil can participate in all aspects of school life. Our commitment to equal opportunity is driven by our belief in inclusion for all irrespective of race, colour, creed or impairment.

Key Objectives

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- The school is committed to ensuring equal treatment of all its employees, pupils and any other stakeholders with any form of

disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

Principles

The school will:-

- Recognise and value parents'/carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents'/carers' right to confidentiality.
- Provide all pupils with a broad and balanced curriculum, differentiated to meet the needs of individual pupils.
- Set suitable learning challenges and targets for pupils.
- Respond to pupils' diverse learning needs.
- Endeavour to overcome barriers to learning and assessment for pupils.

Activities

The school will:-

- Have high expectations of all stakeholders.
- Devise teaching strategies which will remove barriers to learning and participation for pupils with disabilities in all areas of the curriculum.
- Seek and follow the advice and guidance of Local Authority services and outside agencies, eg. specialist advisers, health professionals.
- Take account of the needs of pupils and other stakeholders when planning and undertaking future improvements and refurbishments of the school premises.
- Make itself aware of local services, including those provided by the Local Authority, for providing information in alternative formats when required or requested.
- Plan educational visits so that pupils with disabilities can participate.
- Raise awareness of disability amongst staff and pupils.
- Provide written information for all stakeholders in a format which is user-friendly.
- Eliminate harassment related to a disability for all stakeholders.

How the school will meet its duties

The school will meet its' duties under the relevant legislation by:-

- Publishing an Accessibility Plan which will be reviewed every three years.
- Meeting with stakeholders with disabilities to ascertain how effectively the school is supporting them.
- Providing additional support for pupils with disabilities to ensure that they are treated no less favourably than their peers.
- Differentiating the curriculum and/or making reasonable adjustments to ensure pupils with disabilities participate fully in all aspects of school life.
- Making this policy known to all stakeholders by placing it on the school's website.

- Recording all incidents of harassment and taking all such incidents seriously with relevant policies and procedures being followed.

The Purpose of the School's Plan

The aim of this policy and plan is to set out the commitment of the Board of Governors of Shelton Infant School to the principles of inclusive education and the responsibilities of the school team of staff and governors to ensure that all pupils, staff, parents and governors, whatever their age, gender, ethnicity, disability, attainment or background are all treated inclusively.

Shelton Infant School provides teaching and learning which meets statutory requirements. The school has regard to the Code of Practice when meeting the needs of pupils with Special Educational Needs & Disabilities.

Linked Policies

The Accessibility Policy and Plan will contribute to the review and revision of related policies including:-

- School Improvement Plan
- SEND Policy
- Inclusion Policy
- Equal Opportunities Policy
- Equality Policy and Scheme
- Anti-Bullying Policy
- Educational Visits Policy
- Teaching & Learning Policy
- Staff Development Policy
- Health & Safety Policy
- Access to Education for Pupils with Medical Needs
- Anti-Racism Policy
- Racial Equality Policy
- Positive Discipline Policy