

ACCESSIBILITY POLICY



Ladycross Infant and Nursery School

	Signed	Date	Minute No.
Approved by Governors	<u> P.Randall _____</u>	<u> 19.11.20 </u>	<u> FGB/191120/12 </u>
Reviewed by Governors	<u> A.Lloyd _____</u>	<u> 11.12.25 </u>	<u> FGB/111225/15 </u>
Reviewed by Governors	_____	_____	_____
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Ladycross Infant School

Accessibility Plan 2023 - 2026

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

Our vision

Ladycross Infant School believes in a caring community, where skills are developed to establish positive relationships and a healthy respect for self and others. We create a secure, happy and stimulating environment to achieve high academic and social standards.

Our school aims for all the children, equally including disabled pupils and pupils with special educational needs are:

- Enjoy learning in a secure environment
- Develop confidence and independence, empowering them to reach their full potential
- Develop their skills of communication, creating lively, enquiring minds and the ability to question and appreciate other points of view.
- Learn to work together and move forward in a rapidly changing world and appreciate the joys of making friends
- To develop self respect and take responsibility for their own actions
- Develop an awareness of the necessity to lead a healthy life style and how to accomplish this
- Develop an understanding of caring for the environment
- Gain greater appreciation of life through involvement in creative activities

Our curriculum statement for all pupils is:

- To acquire a fundamental knowledge of English and apply it confidently in communicating effectively with others through speaking, listening, writing and drama and to encourage an enjoyment of reading.
- To develop mathematical understanding through practical tasks, enquiry and experiment.
- To encourage scientific curiosity through investigation, observation and practical experiences.
- To help children gain a level of historical understanding appropriate to their age, ability and maturity.
- To enable children to develop their knowledge and understanding of the world they live in through investigation of that world.
- To provide opportunities for children to work with a range of materials to experience designing, making, evaluating and modifying.
- To encourage children to enjoy musical activities and provide them with the skills and confidence to participate and perform.
- To foster the individual child's creative ability and develop the technical skills necessary to bring them to their full potential.
- To provide an enjoyment of physical activities, movement and mime and teach basic gymnastics and games skills.
- To build up children's competence and confidence when working in information and communication technology
- To help pupils to understand and accept the range of beliefs and cultures represented in our community.
- To foster a responsible, caring attitude and respect for themselves and others.
- To establish an environment within which teaching and non-teaching staff, advisory staff, parents, Governors can work with each other for the successful achievement of these aims.

Working with Derbyshire County Council, Ladycross Infant School is required to produce an accessibility policy and plan.

The accessibility plan is required for:

- **Increasing access for disabled pupils to the school curriculum.** This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- **Improving access to the physical environment of schools.** This covers improvements to the physical environment of the school and physical aids to access education.
- **Improving the delivery of written information to disabled parents.**

There are three main duties:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To prepare an accessibility strategy (Education Service) and accessibility plans (schools) for increasing the accessibility of schools for disabled pupils.

The duty not to discriminate covers all aspects of school life, including extra-curricular activities, educational visits and school trips. The duty to make reasonable adjustments refers to the full range of policies, procedures and practices of the school. We need to consider the requirements of current and future disabled pupils.

Please note that these duties are all 'anticipatory'; Ladycross Infant School needs to consider the requirements of current and future disabled pupils. This means that schools are expected to make reasonable enquiries to find out whether children currently on roll, as well as those seeking admission, have a disability.

Legal Background

The Disability Discrimination Act – DDA, as amended by the SEN and Disability Act 2001, requires all schools and LEAs to plan to increase, over time, accessibility to schools for disabled pupils. Schools are required to produce plans for their individual school and LEAs are required to prepare accessibility strategies covering the maintained schools in their areas.

At a legislative level there are three main strands for disabled pupils :

- The SEN Framework (the Education Act 1996 and the SEN and Disability Act 2001)
- The Disability Discrimination Duties (Sections 28A-28C of the DDA 1995)
- The planning duties (Section 28D-28E of the DDA 1995)

The SEN Framework is designed to meet the special educational needs of individual children, some of whom may be disabled, who need provision that is additional to, or different from, what is normally available in schools maintained by the LEA. In general, children with statements must be educated in a mainstream school unless the parents do not want this or it will affect the provision of efficient education for other children. School must demonstrate that there are no reasonable steps they could take to prevent this happening.

The SEN and Disability Act (2001) amended Part 4 of the Disability Discrimination Act (1995) by introducing new duties on LEAs and schools relating to disabled pupils and prospective pupils. From September 2002, it has been unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions policies, education and associated services.

Definition of Disability

The DDA definition states that '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'.

Pupils falling within the definition of disabled will have a wide range of needs and requirements including: mobility impairment, sensory impairment, learning disabilities, mental health conditions, epilepsy, AIDS asthma and progressive/degenerative conditions.

Schools must not automatically consider pupils with a disability to have special educational needs, as can be seen below.

Special Educational Needs

The Education Act 1996 states that 'children have a special educational need if they have a learning difficulty which calls for special educational provision to be made for them'. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents, or hinders, them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA
- Are under compulsory school age and fall within the above definitions, or would do so if special educational provision was not made for them.

For the purpose of the DDA 1995 schools and LEAs are required to consider the needs of pupils in relation to physical adaptations, curriculum access and auxiliary aids and services. These areas also fall within the scope of the SEN Framework. LEAs and school will continue to consider pupils' needs, particularly in relation to auxiliary aids and services, within the SEN Code of Practice context.

They stress the importance of:

- setting high expectations for children with SEN;
- greater inclusion in mainstream schools, wherever possible;
- early intervention;
- supporting parents and promoting parental and child rights;
- working in partnership with other agencies and parents;
- professional development for teachers and others;

Activities covered by the act include:

- all teaching and learning;
- school assessments;
- timetabling and curriculum;
- school policies on bullying, curriculum and behaviour;
- school assemblies;

- unstructured activities e.g. sport, music, etc
- after school clubs provided by parents associations;
- leisure activities e.g. school discos;

Access issues are always considered when planning any work involving the alteration or improvement of school premises. We will make every effort to improve access for disabled people with funding sources linked to ensure the maximum benefit.

The school seeks advice and support from:

- Derbyshire Education Psychology Service
- Local Inclusion Officer Service
- County Support Service for Deaf and Hearing Impaired Children
- Support Service for Physical Impairment
- County Service for Sight Impairment
- County Behaviour Support Service
- Educational Development Team for Planning duties

In deciding whether a step is reasonable the school will take into account the need to maintain;

- Academic standards
- Available resources
- The practicalities of making a particular adjustment
- The health and safety of the disabled pupils and others and the interests of others
- The nature of the school's population and success of the SIP
- Pupils with statements (including advance information)
- Local/national information on trends in school population
- Priorities of SIP which refer to disabled pupils
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Ladycross Infant and Nursery School

INCLUSION – A STATEMENT OF INTENT

December 2023

INTRODUCTION

Inclusive practice and school improvement are linked. This is reflected in the recent changes to the education service.

The different parts of the plan will be supported by the development of policy and practice. The starting point for inclusion is the needs of the children and young people.

- The aim of education for children with additional needs – including those with SEN, disabilities, or excluded from school – are no different from those of all children and young people.
- Inclusion is not a state but a process that requires continued and planned development.
- Inclusive practise and school improvement are linked.

WHAT IS INCLUSIVE EDUCATION?

Inclusive education uses proven methods of teaching from which all children can benefit; it assumes human differences are normal. Learning must be adapted to the needs of the child, not the child fitted to the system.

Therefore an Inclusive Education that values diversity and meets a wide range of needs improves the achievements of all children and young people.

LADYCROSS INFANT SCHOOL BELIEVES THAT:

1. Young people and adults with disabilities and/or learning difficulties should be included in all aspects of society.
2. Inclusive schools help the development of communities where all people are equally valued and have the same opportunities for participation.
3. Inclusion is an on-going process, not a fixed state.

Also that:

- Good schools are inclusive schools.
- All children can learn successfully. The development of more inclusive schools will help raise standards in teaching, learning and attainment by looking at how best to meet the needs of **all** children.
- Including children with additional needs in local schools is a major contributor to tackling discrimination. Inclusive education embraces the concept of equality of opportunity for all children.

- It is important to build upon the good practice in our special and enhanced resource schools. This will maintain a range of specialist provision to ensure a choice for parents and children. This is very important for pupils with severe and complex needs.
- Change should be undertaken step by step, properly funded and guided by evidence of best practice.

WHAT DO WE DO?

Ladycross Infant School already provides for the additional needs of pupils who have special educational needs, (SEN). From September 2002, the Disability Discrimination Act 1995 (DDA) outlaws discrimination by schools and LEAs against either current or prospective disabled pupils in their access to education.

Our strategic approach ensures:-

- We work with other agencies to develop inclusive practice.
- There is acceptance on the part of staff of the aims and practice of inclusion.
- Ensure that all pupils achieve the highest possible standards in learning and behaviour.
- An approach that allows regular meetings with all concerned to test and check progress towards increasing inclusion.

We give due regard to the perceived impact on disabled pupils when we organise the school. This includes:

- Policies, practices, learning and teaching, time-tabling, administrations of medicines, procedures-risk assessment, school trips
- The physical environment
- The curriculum
- Ways in which information is provided for disabled pupils

The school has set the following priorities for the development of information and data to support the school's accessibility plan:

- Detailed analysis of outcome data
- Detailed information on how well disabled pupils are accessing the curriculum (lesson observations and work scrutiny)
- Wider outcomes from SMSC work through school
- Consult with disabled pupils, parents, LA

WHAT DO WE NEED?

- For schools to be given the resources they need so that they can make the best choices in meeting the needs of children.
- That links are made with other key plans from, health, social services and education
- Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services: