

St James the Great, Catholic Primary School



Accessibility Policy.

Introduction

This policy is drawn up in accordance with the duties contained in the Disability Discrimination Act 1995, as amended by the Special Education Needs (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 Department for Education and Skills (DfES) in July 2002. It will include later updates as required.

Definition of Disability

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".

Key Objective

To reduce and eliminate barriers in accessing the curriculum and to promote full participation in the school community for pupils and prospective pupils with a disability.

Principles

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;

The school recognises its duty under the DDA (as amended by the SENDA):

- Not to discriminate against pupils in the admission and exclusions, and provision of education and associated services.
- Not to treat pupils who are disabled less favourably for a reason related to their disability
- To take reasonable steps to avoid putting pupils who are disabled at a substantial disadvantage
- In performing their duties, Governors and staff will have regard to the Disability Rights Commission, Code of Practice

The school recognises and values parents knowledge of their child's disability and its effects on his/her ability to carry out normal activities, and respects 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 framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school will continue to seek and follow the advice of Local Authority (LA) services, such as specialist teacher advisers and SEN inspectors/advisors, and of appropriate health professionals from the local NHS establishments.

Teachers and teaching assistants will have the necessary training to teach and support pupils who are disabled as the need arises.

Physical environment.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. It will do so within the reasonable adjustment provision for existing sites and would expect new provision to meet current requirements.

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/Documents to include:

School Prospectus

SEN Policy

Personal Social Health Education Policy

Accessibility Plan

Special Educational Needs and Disabilities Information Report

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