

# Reedley Primary School

Reedley Road, Reedley, Burnley, BB10 2NE

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## Accessibility Policy 2017-18

Policy Reviewed: 6<sup>th</sup> September 2017

*Reedley School nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do.*

*Children at Reedley learn to become resilient and self-assured in a safe environment where challenge is key. Members of Team Reedley are encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.*

### **Introduction**

The Equality Act 2010 places a legal obligation on schools making it unlawful to discriminate against pupils, staff and other stakeholders with a disability. This Act brings together several different equality laws including the Special Educational Needs and Disability Act 2001 (SENDA) and the Disability Discrimination Act 1995 (DDA).

The Act also places an anticipatory duty on schools to consider what reasonable adjustments need to be made to improve access to the schools' services for any stakeholder with a disability, including pupils, staff, parents and carers and any other visitors to school, without waiting until the adjustment is actually needed.

The Governing Body of Reedley Primary School is committed to a fair and equal treatment of all individuals, able bodied or disabled and, on a continuous basis, and will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to work towards access for all.

### **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".

### **Aims**

At Reedley Primary School we make every effort to ensure all pupils experience all aspects of the curriculum and school life. Our Equality Plan outlines that all pupils are equal and should be accommodated to ensure equal access in every area of school life. In the event of an individual demonstrating restricted access to the curriculum and school experience, the SENCO / Pupil Support Manager will involve relevant professionals. Specialist advice and recommendations are followed as fully as possible. Each child's needs will be considered and the necessary adaptations made.

We are working towards an environment which enables all pupils to access all aspects of the curriculum and school life.

### **Key Objective**

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

### **Principles**

Compliance with the regulations is consistent with the school's mission statement, the Equality Policy and the operation of the school's SEN Policy.

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 take reasonable steps to avoid putting disabled parents, staff or visitors at a substantial disadvantage
- to publish an Accessibility Plan.

The school recognises and values parents' knowledge of their child's disability and its effect 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, which underpin the development of an inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individual and groups of pupils.

### **Provision**

Reedley Primary School has identified the following points for action as part of its School Improvement Plan, in order to achieve the key objective:

#### **a) Delivery of the curriculum**

School staff receive training in making the curriculum accessible to all pupils, and are aware of its importance.

The school seeks and follows the advice of LA services, such as specialist teachers and advisers, and of appropriate health professionals.

#### **b) Physical environment**

The school will take account of the needs of pupils, parents, staff and other users 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.

**c) Provision of information in other formats**

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

**Linked Policies**

This Plan will contribute to the review and revision of related school policies including:

- School Development and Improvement Plan
- SEN Policy
- Equality Policy
- Teaching & Learning Policy