



ACCESSIBILITY POLICY

RATIONALE:

Coppetts Wood Primary School and Children's Centre is a caring, learning community, in which every individual has an equal opportunity to discover, explore, and learn in a safe, stimulating, supportive environment. We recognise the importance of providing access to education and educational achievement by disabled children as essential to our inclusive ethos, ensuring consistent equality of opportunity for all, and supporting children's aspirations towards full participation as adults in society and the economy.

LEGAL REQUIREMENTS:

"The SEN and Disability Act 2001 amended part 4 of the Disability Discrimination Act 1995 by introducing new duties on Local Authorities (LAs) and schools in relation to disabled pupils and prospective pupils. 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. The main duties are not to treat disabled pupils less favourably and to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage." (DfES, July 2002)

AIMS:

- To recognise that making the curriculum and environment accessible to disabled children improves and enriches the experience of all children and benefits the whole community.
- To have a strategic plan for:
 - Increasing the extent to which disabled pupils can participate in the school curriculum.
 - Improving the physical environment of the school to increase the extent to which disabled pupils and adults can take advantage of education and school life.
 - Improving the physical environment of the Children's Centre in order to increase the extent to which disabled children and their families can access the facilities and services on offer.

- Improving the delivery of information to disabled children and their parents, including written information, which is provided to all children's families.

GUIDELINES:

- The Governors will review annually the status of educational provision for disabled children and publish information about their Disability Equalities action plan and accessibility plans annually to parents.
- The review will be included in the School Improvement Planning cycle.
- The school Disability Equality Action Plan will identify priorities for improving access to the curriculum and to the school site. It will address the needs of pupils through staff training, communication with other schools to share good practice, assembly and PSCHÉ plans to explore disability and access etc.. It will address the access needs of disabled visitors/parents.
- The Children's Centre development plan and Equalities Action Plan will identify potential for improving access within the centre. Training will be undertaken alongside teaching staff and internally.
- Medium term and weekly teaching plans will take account of a variety of approaches to differentiate the curriculum as well as drawing on the different strengths and aptitudes of the children.
- Consideration will be given to the participation by disabled pupils in different areas of the curriculum e.g. the inclusion of physically disabled children in PE.
- Room organisation will be adapted to meet the needs of a disabled child as well as ensuring the safety of all children - e.g. emergency evacuation plans.
- Where necessary, target-setting will take account of P levels for those pupils working below level 1 of the National Curriculum.
- Individual Education Plans and Behaviour Plans (and Care Plans where necessary) will address the individual needs of disabled children and will be drawn up in consultation with parents and the SENCO. They will be reviewed and amended regularly with parents.

Policy Date: December 2010

Reviewed: March 2013

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