



## Accessibility Policy

Date approved by the Governing Body: September 2017  
Date for policy review: September 2020

## **Introduction**

The plan is available in large print or other accessible format if required. The plan takes account of the school's public sector equality duty set out in section 149 of the Equality Act 2010, Disability and Discrimination Act 1995 as amended by the SEN and Disability Act 2001.

## **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 which may restrict access to the curriculum and to full participation in the school community for 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 SEND policy.
- The school recognises its duty under the DDA (as amended by the SENDA):
  - 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 publish an Accessibility Plan
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002)
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out usual 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:
  - setting appropriately challenging learning opportunities
  - responding to pupils' diverse learning needs
  - overcoming potential barriers to learning and assessment for individuals and groups of pupils

## **Activity**

Education and related activities

We will:

- continue to seek the advice of external advisors, such as HCC SEN inspectors/advisers, specialist teacher advisers and appropriate health professionals from local NHS Trusts
- ensure that teachers and teaching assistants have appropriate training to enable them to support disabled pupils
- work with the Inco to ensure that classrooms are organised to meet the needs of disabled children
- plan and implement learning opportunities for all pupils so that they can achieve and have their needs met as much as we can
- plan a broad and balanced curriculum which includes an appropriate level of support and challenge as well as interaction with peers and other adults
- help staff understand the particular needs of disabled children and support them with planning alternative activities
- provide access to IT hardware and software appropriate for students with disabilities following advice and guidance, where necessary
- ensure that school visits, including residential visits, are made accessible to all pupils as much as is practicable
- aim to be pro-active about removing barriers to inclusion and involvement

## **Provision of Information**

We will:

- be aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested
- provide, upon request, information in an alternative format for pupils who may have difficulty with standard forms of printed information

- ensure information is presented to groups in a way which is accessible to people with disabilities

**Welcoming and preparing for disabled pupils**

Oliver's Battery Primary School is committed to making reasonable adjustments, where it is practicable to do so, in order to enable a prospective child to take up a place at our school, in accordance with the appropriate Admission Policy.

We expect to hold open and honest conversations with the parents of prospective pupils before admission in order to ascertain how we might work best together to meet the individual needs of their child/ children. This includes information about learning support, formal reports from specialists/ external advisors or any disability or other condition of which the school should be made aware. Where a child has an Education & Health Care Plan (EHCP), we will work with the Local Authority to ensure that the identified provision is delivered in an appropriate manner. We will work with parents to agree any further assessments or specialist involvement.

Monitoring:

The effectiveness of this policy will be monitored by the School Improvement Committee