



Chandag
Infant School

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Accessibility Policy

Date ratified: March 2019
Date for review: March 2021



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Rationale

At Chandag Infant School we believe that children have the right to be provided with a creative and exciting education that will inspire them to become lifelong learners. We want every child to be the best they can be in all aspects of their learning within an inclusive environment. We keep children as the focus of everything we do.

We work hard to ensure that our ethos is such that, whatever the abilities and needs of members of our school community, everyone is equally valued and treated with respect. We provide all pupils with the opportunity to experience, understand and value diversity.

This accessibility policy and associated plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the accessibility plan over a prescribed period.

The definition of disability is:

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.

**Disability
Discrimination
Act 1995 (DDA)**

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

Aims

Our aims are to:

- be a unique school which meets the needs of the Twenty-first Century child
- support and challenge children so that they become happy, engaged and independent learners
- ensure children are leaders of their own learning to satisfy their natural curiosity
- ensure children receive a creative, immersive and innovative education
- be a truly inclusive school where children have the same opportunities to excel in their learning
- be an effective team
- live our values in everything that we do
- inspire new learning and create awe and wonder
- provide a rich and purposeful learning environment
- develop effective relationships with families and the community
- be the best that we can be

We are committed to providing an accessible environment which values and includes all pupils, staff, parents, carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Chandag Infant School endeavours to ensure the accessibility of provision for all pupils, parents, carers, staff and visitors to the school and to ensure that we reduce and eliminate barriers to accessing the curriculum and to enable full participation in the school community for pupils, prospective pupils and our adult users with a disability.

Principles

Compliance with the Disability Discrimination Act 1995 is consistent with the:

- School's aims, ethos and values
- Inclusion policy

We recognise that we have a duty under the DDA (as amended by the SENDA) to publish an Accessibility Plan but not to:

- discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services
- treat disabled pupils less favourably

Governors and staff, while performing their duties, will have regard to the Disability Rights Commission Code of Practice (2002).

We work with parents and carers to ensure the full needs of each individual child are met as we value parents' and carers' knowledge of their child's disability and its effect on their ability to carry out normal activities. We respect the individual's right to confidentiality.

We will provide all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils.

We endorse the key principles in the early years foundation stage and national curriculum which underpins the development of a more inclusive curriculum by:

- setting suitable learning challenges
- responding to pupil's diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

We work closely with specialist outside agencies such as the Sensory Support and ASD Support Services.

Accessibility planning

An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

The Accessibility Plan will contain relevant actions to:

- improve access to the physical environment of the school, adding specialist facilities as necessary (this covers reasonable adjustments to the physical environment of the school and physical aids to access education)
- increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are able-bodied pupils (if a school fails to do this they are in breach of the DDA); 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 as well as the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum
- improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents, carers and visitors with disabilities; the information should be made available in various preferred formats within a reasonable time frame

Our accessibility plan relates to the access audit of the School, which is undertaken regularly alongside a termly Health and Safety walk undertaken by our school caretaker, Headteacher and governors.

It may not be feasible to undertake some of the works during the life of this first accessibility plan and therefore some items will roll forward into subsequent plans.

The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new accessibility plan for the following period.

We have identified the following points of action as the main focus of our accessibility plan:

- The delivery of our curriculum
- The physical environment of our school building

Delivery of our curriculum

At Chandag Infant School, we have remodelled our curriculum to develop an approach to deliver the early years foundation stage and national curriculum through child-led topics. These are designed in such a way that **all** children are able to access the full curriculum across the full range of subjects.

Physical environment of the school

We have invested in the fabric of our school building so that it enables full access for all children and their families.

Our school building is bright and clean so that the environment for high quality learning has been created for all children in all year groups.

As a result, we have been, and are able to, meet the needs of children with a wide range of disabilities so that they have been able to access the curriculum fully.

Associated school documentation

- Inclusion policy
- SEND policy
- Long term planning overviews
- Curriculum teaching and learning policy and guidelines
- Assessment policy
- Learning environment audits
- Staff handbook

Implementation and monitoring of policy

The school's Inclusion Leader is responsible for leading the development and strategic direction of the school's accessibility policy. They will seek specialist advice from outside agencies when necessary.

The school accessibility plan will be monitored by the governing body and by Ofsted as part of their inspection cycle.