



## MICKLEOVER PRIMARY SCHOOL

**Name of Policy:** Accessibility

**Date of Policy:** February 2012

**Member of Staff responsible:** L Gerver

**Review date:** February 2014

**Signature:** \_\_\_\_\_ **Chair of Governors**

**Date Approved:** \_\_\_\_\_

### **At Mickleover Primary School**

**We are:**

**Motivated to learn**

**Proud of our achievements**

**Successful and skilled for life**



## Accessibility Policy

### STATEMENT OF INTENT

We, at Mickleover Primary School, put the important values of care, tolerance and respect for every child at the centre of our teaching. We, as a staff, recognise that every child is special, each with his or her own educational, physical, emotional, behavioural and social needs. We aim to foster a happy family environment where children feel accepted and are comfortable and relaxed enough to express their feelings and to reach their academic potential.

Our primary aim is to integrate disabled pupils into the academic and social life of the school so that they feel enabled to work to their full potential.

### THE AIMS OF THE SCHOOL

- to increase access for disabled pupils to the curriculum
- to improve access to the school's physical environment
- to improve written information for disabled pupils.
- to not treat disabled pupils less favourably
- to make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage.
- to prepare an accessibility plan for increasing the accessibility for disabled pupils.

At MPS we consider the requirements of current and future disabled pupils. This means that we make **reasonable** enquiries to find out whether children currently on roll, as well as those seeking admission, have a disability.

In deciding whether a step is reasonable, we will take into account the needs to maintain:

- academic standards
- available resources
- the practicalities of making particular adjustments
- the health and safety of the disabled pupil and others and the interest of others

### DEFINITION OF DISABILITY

Pupils falling within the definition of disabled will have a wide range of needs and requirements including mobility impairment, sensory impairment, learning disabilities, mental health conditions, epilepsy, AIDS, asthma and progressive/degenerative conditions.

At MPS we **do not** automatically consider pupils with a disability to have special educational needs.



## **ADMISSIONS**

The Governing Body believes that the admissions criteria should not discriminate against disabled pupils.

## **INCLUSION**

This policy builds on our School Inclusion Policy, which recognises the entitlement of **all** pupils to a broad and balanced curriculum, including extra curricular activities, educational visits and school trips. This policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all disabled pupils. Learning is adapted to the needs of the child, not the child fitted to the system.

## **INCREASING THE WAY IN WHICH DISABLED PUPILS CAN ACCESS THE CURRICULUM**

At MPS we are able to access:

- expert advice from specialist teachers and the Educational Psychology Service
- the provision of technological aids and adaptation to facilities and learning through the Access Initiative Funding and through the schools delegated funding
- specialist training for the needs of individual pupils
- training provided through the Course and Conference Programme

## **IMPROVING THE PHYSICAL ENVIRONMENT OF THE SCHOOL**

At MPS we are able to access:

- advice from the Sensory Team and Physical Support Services to advise on environmental issues
- advice from an access officer on improving the physical environment
- advice from members of Derby City Education Service's Asset Management Planning Team.

## **LEGAL BACKGROUND**

The Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, requires all schools and LEAs to plan to increase, over time, accessibility to schools for disabled pupils. Schools are required to produce plans for their individual school and LEAs are required to prepare accessibility strategies covering the maintained schools in their areas. At a legislative level there are 3 main strands of support for disabled pupils:

- the SEN Framework (the Education Act 1996 and the SEN and Disability Act 2001)
- the Disability Discrimination Duties (sections 28A-28C of the DDA 1995)
- the planning duties (Section 28D-28E of the DDA 1995)

From September 2002, it has been unlawful for schools and LEAs to discriminate disabled pupils in their admissions and exclusions policies, education and associated services.