



Signed.....*W. A. De Vries*

Date.....8.3.21

Review...March 2023

Woodford Valley C of E Primary Academy Accessibility Policy

This School is committed to creating the ethos in which children can grow towards Christian life, love and learning.

*'And now I give you a new commandment: love one another. As I have loved you, so you must love one another. If you have love for one another, then everyone will know that you are my disciples.'
John 13 -34-35*

Introduction

Woodford Valley Primary School is committed to complying with the Equalities Act 2010 and the Special Educational Needs and Disability Act 2001 (SENDA) by:

- Maximising accessibility to the School's services and activities for staff, students, visitors and prospective staff and students with disabilities, and to ensure that no one is treated less favourably on the ground of disability.
- Developing a culture of inclusion and diversity in which people feel free to disclose a disability, should they wish to do so, and to discuss reasonable adjustments in order to promote equal participation in the School's services and activities. In adherence to the GDPR 2018 and the DPA 2018, such information shall be passed on only with consent and where there is a legitimate reason to do so.
- Reviewing, monitoring and revising, as appropriate, all school systems, procedures, facilities, services and buildings in compliance with the Equalities Act and SENDA in addition to the Human Rights Act 1998 (HRA), which includes the right not to be denied access to education.
- Creating, maintaining and disseminating information about services, support and facilities available for staff, students, visitors and prospective staff and students with disabilities.

For the purpose of this Policy, the term 'disability' has the same meaning as that given in the Equalities Act,

'A physical or mental impairment which has a substantial and long-term adverse effect on the ability to perform normal day-to-day activities'

This includes, but is not limited to: sensory impairments, learning disabilities, mental illness, clinically recognised severe disfigurements, cancer, HIV/Aids, progressive conditions even at an early stage, conditions which are characterised by a number of cumulative effects, such as pain or fatigue, and a past history of disability.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for staff, students, visitors, the wider community and prospective staff and students with disabilities to ensure safety at ALL times.

We take advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

Principles

- Compliance with the Equality act is consistent with the school's aims and equal opportunities policy and the operation of the school's SEN policy.
- The school recognises its duty under the Equalities Act (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.

In performing their duties, Governors and staff will have regard to relevant good practice including the Disability Rights Commission Code of Practice (2007).

- 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 New Curriculum 2014, which underpin the development of a more inclusive curriculum:

Setting suitable learning challenges.

Responding to pupils' diverse learning needs.

Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Methodology

This section outlines the principle means which the school uses to achieve the key objective above:

Education and related activities

The school aims to provide access to a full, rich, broad and balanced curriculum for all pupils.

It will seek and follow the advice of outside agencies, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts in ensuring that teaching and learning is accessible through organisation, support and curriculum options. Teachers and other staff will receive the necessary specialist training to teach and support pupils who are disabled as the need arises.

Provision of information

The school will make full use of local services including the local education team, in addition to those provided through other outside agencies, for delivering information normally provided in writing by the school in alternative formats such as Braille, audio tape, large print or through ICT when required or requested.

Physical environment

Woodford Valley Primary Academy's building was further developed during 2009 with a key design objective of maximum accessibility for those with disabilities. However, the school recognises the very personal needs of individuals and will endeavour to meet these as the need arises – for example, by the provision of an assistant dog coming onto site wearing its jacket to signify that it is working.

The school will take account of the needs of staff, pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises such as changes to access, lighting, acoustic treatment and colour schemes; and will ensure the provision of accessible facilities and fittings.

Linked Policies

This policy links to other policies in school-
Equalities Single Policy
Smart Objective- Disability
SEN Policy
Child Protection Policy

