



Lindley CE Infant School Accessibility Policy & Plan 2015-2018

Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
Nicola Beaumont	January 2016	

Learning Together: Achieving Together



Respect
Friendship
Trust

Our school is an inclusive community.
It is a place where everyone is valued and all achievements are praised, celebrated and encouraged. All children are inspired to develop their unique God given talents in a safe, happy and caring environment.

Aims:

- *Through a strong set of Christian values, children and adults are encouraged to respect themselves. They are taught to respect the rights and needs of others, thereby equipping them with the skills and attitudes to become successful global citizens of the future.*
- *To support children in developing a reflective approach to life and sensitivity to all God's creation by providing an awareness and experience of the living Christian faith through our strong Christian ethos.*
- *To support all children in reaching their full potential by providing a personalised education.*
- *To treat everyone with equality and fairness*
- *To have high expectations in a secure, friendly and caring atmosphere that rejoices in effort and success but where it is safe to make mistakes.*
- *To provide children with excellent learning experiences ensuring that learning is fun and exciting.*
- *To promote the health and well-being of our pupils and staff through a well planned, creative curriculum in an environment that promotes healthy lifestyle choices.*
- *To encourage and value the contributions that adults make to the education and care of our children.*
- *Through our firm Christian foundation we encourage the school and wider community to work together in partnership, promoting community cohesion whilst strengthening and enriching the life of the school.*

Introduction

Lindley CE Infant School is an educationally inclusive school where the learning and teaching, achievements, attitudes and well-being of every young person matter. All children have equal access to all aspects of the school curriculum regardless of gender, race, religion or ability.

Purpose

The Equality Act 2010 brought together a range of equality duties and requirements within one piece of legislation. The Act introduced a single Public Sector Equality Duty (PESD) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and academies (including Free Schools) and which extends to all protected characteristics:

- race
- disability
- sex
- age
- religion or belief
- sexual orientation
- pregnancy and maternity
- gender reassignment.

This combined equality duty came into effect in April 2011.

The duty has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Requirements for schools to put in place an accessibility strategy for disabled pupils are specified in schedule 10 of the Equality Act – Accessibility for disabled pupils.

Schedule 10 states:

An accessibility strategy is a strategy for, over a prescribed period:

- (a) increasing the extent to which disabled pupils can participate in the schools' curriculums;*
- (b) improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools;*
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.*

The delivery of information in (c) must be:

- (a) within a reasonable time;*

(b) in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

Definition

A person is disabled if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities. A physical or mental impairment includes learning difficulties, mental health conditions, medical conditions and hidden impairments such as dyslexia, autism and speech, language and communication impairments (Equality Act 2010)

Our Vision

We want our children and young people with Special Educational Needs and Disabilities (SEND) and their families to receive coordinated, high quality and family-centred guidance and support which is based on their identified needs, and promotes positive, aspirational outcomes. Both our mission statement and Christian ethos reflect our wish for all children to succeed in our school.

Principles

The staff and governors recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out day to day activities, and respects the parents' and child's right to confidentiality. A Special Needs register is kept which identifies pupils who have learning and / or physical needs. These children may also have an Education Health Care Plan. In addition, some pupils have a Medical Needs Plan. We treat all pupils as individuals and therefore, also identify disabled pupils who do not fit into the previous categories. These groups of pupils represent the School's identified disabled pupils. This information is shared with all teaching staff and Support Staff where appropriate.

Lindley CE Infant 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 National Curriculum framework, which underpin the development of a more inclusive curriculum:

- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The School will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers, and of appropriate health professionals from the local NHS Trusts.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Monitoring and Review

The policy and plan cover a 3 year period from 2015-2018 which is in line with Kirklees Accessibility Strategy. The plan will be reviewed annually.

Lindley CE Infant School



ACCESSIBILITY PLAN

Target	Strategies	Outcome	Time Frame
To work with all staff to identify disabled pupils within the school	<ul style="list-style-type: none"> • Provide disability equality training for all staff. • Consider barriers to access for individual pupils in context of complex needs. 	<ul style="list-style-type: none"> • Staff understand the range of disabilities represented in school. • Staff consider and make reasonable adjustments. 	Term 1 2015-16
To identify barriers for children accessing the curriculum	<ul style="list-style-type: none"> • Audit curriculum content. • Audit curriculum materials and resources. • Consider access in planning 	<ul style="list-style-type: none"> • All staff identify and address barriers in curriculum materials, resources, approaches and planning. 	Term 1, 2, & 3 2015-16
Develop school website and develop its use as a means of delivering information to parents and pupils.	<ul style="list-style-type: none"> • Invest in technology support • Identify web development needed • Provide training for relevant staff. 	<ul style="list-style-type: none"> • Parents unable to access school easily kept up to date on school issues. • Improved home / school links • More efficient communication channels established 	2015-16