



## **MICKLEOVER PRIMARY SCHOOL**

**Name of Policy:** Accessibility

**Date of Policy:** January 2020

**Member of Staff responsible:** L Gerver

**Review date:** February 2022

**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 treat disabled pupils equally
- 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

"Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities."

Some disability organisations recommend that all pupils with a SEN EHCP and those with long term medical needs to be treated as disabled for the purposes of the Act and for equality. This is in addition to pupils with long-term impairments, which have a significant impact on their day-to-day activities.

### THE GENERAL DUTY – (DISABILITY EQUALITY DUTY)

The Disability Discrimination Act 2005 places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities



- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

## **THE SPECIFIC DUTIES**

The Disability Discrimination (Public Authorities) (Statutory Duties) Regulations 2005 require maintained schools to produce and publish an Equality Scheme demonstrating how they are meeting requirements of the Disability Discrimination Act (DDA) 2005, to implement certain aspects of the Scheme and to report on it. In summary:

- A school should publish a Disability Equality Scheme demonstrating how it intends to fulfil its general and specific duties
- To report against the scheme every year and review every 2 years.

## **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, where reasonably possible. Learning is adapted to the needs of the child, not the child fitted to the system.

## **OBJECTIVES**

The school recognises the range of barriers and discrimination faced by people who have disabilities and also recognises that sometimes we may have to do that bit extra to tackle these barriers. We recognise also the need to keep including disabled pupils, parents and staff by asking them what they want on an ongoing basis. We will endeavour to:

- Remove physical barriers
- Widen access to the curriculum
- Improve access to information (communications)
- Making the school more accessible for disabled people is covered in the School Accessibility Plan.

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

At MPS we are able to access/buy:

- expert advice from specialist teachers and the Educational Psychology Service
- the provision of technological aids and adaptation to facilities and learning
- specialist training for the needs of individual pupils
- training from various providers including Educational Psychology Service

## **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 the visual impairment team
- advice from the hearing impairment team
- advice from the occupational therapy team
- 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 Disability and Discrimination Act 2005, and the Equalities Act 2010 requires all schools and LAs to plan to increase, over time, accessibility to schools for disabled pupils. Schools are required to produce plans for their individual school and LAs 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 SEND Framework
- the Disability Discrimination Duties
- the planning duties

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

### **Related policies:**

Accessibility Plan  
Anti-bullying Policy  
Behaviour Policy  
SEND Policy  
Equality Policy  
Disability Equality Scheme  
Equality Statement  
Inclusion Policy  
PSHE Policy  
Intimate Care Policy  
Supporting Pupils with Medical Conditions Policy