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**Accessibility Policy**

In caring about excellence and each other, and in promoting enjoyment and happiness through fulfilment, the members of Longton Primary School community believe in

**CARE through respect, support and togetherness**

**GROW through choice, opportunity and imagination**

**SHINE through challenge, achievement and celebration**

Contents

[Policy Statement 3](#_Toc39593722)

[Aims of the Policy 3](#_Toc39593723)

[Purpose of the policy 3](#_Toc39593724)

[Definition of Disability 3](#_Toc39593725)

[What will the Accessibility plan do? 3](#_Toc39593726)

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# Policy Statement

Longton Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school’s continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

# Aims of the Policy

To reduce and eliminate barriers to access the curriculum and to full participation in the school community for students, and prospective students, with a disability.

# Purpose of the policy

The purpose of the plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities. Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation. The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools.

# Definition of Disability

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.

# What will the Accessibility plan do?

1. The Accessibility Plan is structured to complement and support the school’s Equalities Policy and the SEND Policy, both of which can be accessed via our website or the school office.
2. Longton Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of

their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

1. The Longton Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to

Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the able-bodied pupils. This encompasses teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

1. Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.
2. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

Behaviour Policy,

Equalities Policy

Health & Safety Policy,

SEND Policy

School Action Plan

1. The Accessibility Plan will be published on the school website.
2. The Accessibility Plan will be monitored through Governing Body committees and reported to the Full Governing Body
3. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

REVIEW

The Governing Body reviews this policy annually. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.