

John Fletcher of Madeley

Primary School

Accessibility Policy

The Equality Act 2010 aims to protect people with disabilities and prevent disability discrimination. It provides legal rights for people with disabilities in all areas of life, including education. It is unlawful for a school to treat people with disabilities unfavourably.

Under this Act, a person has a disability if they have a physical or mental impairment which has a substantial and long-term effect on their ability to perform normal day-to-day activities. Unfavourable treatment could include direct discrimination, indirect discrimination, discrimination by association or discrimination arising from a disability or harassment. The Act contains further guidance on the meanings of these definitions.

In addition, the Special Educational Needs and Disability Code of Practice: 0 to 25 year (July 2014) gives practical guidance on how to identify and assess children with SEN and disabilities. Since Sept 2014, Local Authorities and schools have been obliged to take account of this Code, as well as the Children and Families Act 2014. Other related legislation and guidance which could be read alongside this policy are:

- Reasonable adjustments for disabled pupils (2012)
- Supporting pupils at school with medical conditions (2014)

John Fletcher of Madeley Primary School comprises mainly a single storey block with part of it being on two storeys. The sloping nature of the site means there are a number of internal steps. Whilst the Equality Act does not require schools to change their premises, it does require long-term plans to be made for improving access to the premises.

All reasonable adjustments will be made by the school to accommodate the needs of parents, carers, staff and visitors with disabilities.

John Fletcher of Madeley Primary School is committed to providing all children every opportunity to achieve their potential in every aspect of school life. When a request is received from parents or the Local Authority for a pupil to attend the school, advice from Support Services and other relevant professionals will be sought where necessary, to enable an assessment of the individual's needs to be made. This will include access to the various areas of the school premises and the requirements of the National Curriculum. Parents and carers of pupils with disabilities will be consulted to identify and, wherever possible, to remove any obstacles to learning. Such obstacles could include physical, sensory, learning difficulties or emotional or social development as well as the learning environment experienced within the school.

The staff at John Fletcher of Madeley Primary School value pupils of different abilities. The National Curriculum will be implemented to meet the specific needs of individuals and groups of children by:

- Setting suitable learning challenges, including interventions on Individual SEND Plans as well as differentiated planning;
- Responding to children's diverse learning needs;
- Overcoming potential barriers to learning for individuals and groups of pupils, by accessing adult support, intervention programmes, tailored speech and language therapy programmes, use of ICT and visual aids;
- Ensuring individuals are able to access other curricular opportunities outside the National Curriculum such as school trips, after school clubs, Forest School, sports, theme days and other special events.

When planning their work and arranging their classrooms, the staff will take into account the abilities and needs of all the children and provide differentiated work accordingly. This may involve modifying learning objectives, teaching styles and access strategies.

Support staff are deployed according to needs. Training is given to teachers and teaching assistants to teach and support pupils with a disability. More information about support can be found in the SEND Information Report which is updated annually.

Most written information is presented in different formats to make it accessible. This includes:

- Differentiation of work activities;
- Visual presentation of information and timetables;
- Use of appropriate fonts and font sizes;
- Using an enlarged font for people with Visual Impairment

The school is aware that the Local Authority is able to provide translation services and Braille copies if required. We also work closely with the Sensory Inclusion Service.

Monitoring of progress will be carried out by class teachers, the Headteacher, SEND Co-ordinator and other staff as appropriate and used to inform future planning of provisions to meet each individual's needs. This could include applying for examination concessions when appropriate.

This Accessibility Policy will be:

- Reviewed annually by the Executive Committee of the Governing Body;
- Shared with all members of staff
- Available from the school office;
- Available on the school website.

This policy was approved by Governors on 18 May 2016.