



Accessibility Policy

Gamlingay Village

Primary

September 2020

Lead person: Mrs Shelley Desborough

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Adopted by Governors: Autumn 2020

Date of revision: **Annually Autumn 2021**

Introduction

At Gamlingay Village Primary we aim to develop the full potential of every individual student in our care. This includes pupils with disabilities. The School is similarly committed to equality of opportunity for all its stakeholders with a disability; this includes all staff, governors, parents/carers of pupils and visitors to the school.

The Law

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing body has three key duties towards disabled pupils, under part 4 of the DDA, since repeated in the 2010 Equalities Act.

These are:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to those with disabilities.

Definition of disability

The disability discrimination duties are owed to all pupils who are defined by the DDA as being disabled. Under the planning duties, schools and local authorities have a general duty to improve the accessibility of school for disabled pupils.

The DDA defines a disabled person as someone who has:

A physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal “day to day activities”.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA “substantial” means “more than minor or trivial”. “long term” means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the pupil’s ability to carry out normal day to day activities is adverse, substantial and long term. It is a requirement that the school should have an accessibility plan that is resourced, implemented and reviewed and revised as necessary.

Identification

Disabled pupils are mainly identified by their parents in the transition from pre-school to primary. This can also be identified at any point during their school career.

The school accessibility plan is broken down into six areas:

1. Information about students with disabilities
2. Maximising the extent to which students with disabilities can participate in the school curriculum
3. Ways in which the school organisation impacts on disabled students
4. The physical access to the school site
5. Outcomes for students with disabilities
6. Management, co-ordination and implementation of the accessibility plan

1. Information about students with disabilities

Information is gained from pupil data on transition and that which is given by parents/carers. All data about these pupils is recorded on our administration system and Special Educational Needs and Disability register. This information is updated regularly.

2. Maximising the extent to which pupils with disabilities can participate in the school curriculum

The national curriculum states that an inclusive curriculum must:

- a) Set suitable learning challenges
- b) Respond to pupils' diverse learning needs
- c) Overcome potential barriers to learning and assessment for individuals and groups of pupils

Gamlingay Village Primary conforms to this requirement. No pupil is denied access to any part of the school's curriculum due to disability. We will always seek to include pupils with disabilities in a full range of extra-curricular activities as possible. Some pupils, however, may be denied access to certain extracurricular activities due to disability if the relevant funding for necessary staffing or extra support needed to allow safe participation is not available.

3. Ways in which the school organisation impacts on disabled pupils

The school is organised in such a way that no pupil with disability is denied access to the curriculum on site due to timetabling constraints. Risk assessment will be carried out for those pupils who might have an impact on the health and safety of the school community, to ensure maximum safe access to the curriculum for all.

The school provides staff trained in First Aid to deal with medical emergencies arising in school time.

Information on students with disabilities and/or SEND is available on the staff shared drive. Detailed pupil information is also available to staff on students who have a disability and/or SEND.

4. Physical access to the school site.

The school is easily accessible to pupils and visitors with disabilities. All of the classrooms and administrative areas are at ground floor level.

5. Outcomes for pupils with disabilities

The SENCO in collaboration with the senior leadership team (SLT) analyse outcome data for pupils with disabilities as part of regular scrutiny of pupil progress. For more information on this please see the SEND Policy.

6. Management, co-ordination and implementation of the Accessibility Policy

The SLT and local governing body will take responsibility for the school accessibility policy, set clear direction for it and report on it annually, thus enabling the local governing body to fulfil its statutory duties under the DDA.