

Dewhurst St Mary CE Primary School

Accessibility Policy

January 2017

School Vision

Dewhurst St Mary CofE is committed to nurturing learners who think creatively and achieve their potential reflecting our core values of independence, confidence and respect.

Dream Believe Achieve

Introduction

In keeping with the ethos of our school, the Governors take their responsibility towards inclusion seriously.

Inclusion is an ongoing process, which celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any pupil and the maximising of resources to reduce these barriers. This will be irrespective of age, ability, gender, ethnicity, language, faith, sexual orientation, and social background

Aims

As an inclusive Church of England School we are committed to equality of opportunity in every aspect of the life of all pupils, parents/carers, staff and governors. We are committed to challenging discrimination against any individual or group, ensuring equality of access and preparing pupils for life in a diverse society.

We will systematically assess, evaluate and regularly review the impact of our school accessibility plans on the life, attitudes and achievements of all groups and individuals in the school community. We will strive to increase access to the curriculum, the physical environment, the provision of information and to increase participation for pupils with disabilities when appropriate.

Objectives

- To increase the extent to which all pupils can participate in the school curriculum.
- To improve the physical environment of the school to increase the extent to which all pupils can take advantage of the educational and extra-curricular activities.
- To provide information in different forms, as required, in order that it is in a format that best suits their needs.
- Make reasonable adjustments to the timetable and re-rooming to allow ground floor access.

Dewhurst St Mary CE Primary School

- Provision of additional support whether physical or technological where necessary, for example to allow participation in school trips.
- To increase the extent to which employment can be offered to those with disabilities.
- To ensure pupils who require special access arrangements or special consideration in examinations receive this without compromising the assessment of the skills, knowledge, understanding or competence being measured.
- To enable all visitors to have equality of access to the ground floor of the school buildings and assistance with communication if required.
- To exploit the potential of ICT and specialist equipment to improve access
- To make use of the authorities advisory and support services as required.
- To implement the Disability Act (DDA 1995)
- To implement the Special Educational Needs and Disability Act (SENDA 2001)
- To challenge attitudinal barriers to people with disabilities.

Evaluating the Policy

We will know that the policy is working if:

- All pupils achieve their full potential and progress of all pupils who require assistance in accessing the standard curriculums broadly similar to other groups.
- Attainment gaps between groups of pupils are reduced.
- There are equal levels of satisfaction with the school's overall performance from all parent/carers of pupils.
- A diverse curriculum is provided enabling all pupils to participate and make progress.
- All classrooms can be accessed by everyone.
- There are no disparities in rates of exclusion across different pupil groups.
- Everyone within the school community has access to the communication of learning and information so that no one is disadvantaged.
- The school is respected for its commitment and effectiveness of its inclusion policy.
- Those within the community feel equally valued and contribute fully to all aspects of the school.

Dewhurst St Mary CE Primary School

Monitoring

Use of feedback from pupils with a disability (when the school has pupils registered as such on the roll) and also their parents/carers to assess the impact of policies, procedures, functions, and practices and improve these when necessary.

The governors Resources Committee will be responsible for the review of this policy.

Drafted by: Chris Robinson
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