



Accessibility Policy

Name of School	Petersgate Infant School
Date of review	October 2024
Date of next review	October 2027 <i>Reviewed annually with the Accessibility Plan</i>
Reviewed by	Wendy Mitchell Headteacher

School Vision

"for all children to grow into responsible, caring individuals who actively and positively contribute to the community."

At Petersgate Infant School, our vision outlined above is strengthened by our values of safety, caring, achievement, resilience and friendship. These values symbolise warmth, community and cohesion to ensure we are "working together to achieve our best".

As a school, we can apply these values through the following aims:

Aims

- Ensuring everyone stays healthy and safe.
- Ensuring everyone feels valued and has a sense of belonging.
- Providing a high quality learning environment.
- Helping everyone enjoy learning and achieving their best.
- Nurturing and developing the whole child.
- Ensuring everyone makes a positive contribution to the school and wider community.

Safeguarding at Petersgate Infant School is carried out in line with the statutory guidance in 'Keeping Children Safe in Education' published by the Department for Education

1 Introduction

- 1.1.1 This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the Special Educational Needs and Disability Act 2001 (SENDA). It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”, issued by Department for Education and Skills (DfES) in July 2002.

2 Definition of Disability

- 2.1.1 Disability is defined by the Disability Discrimination Act 1995 (DDA) and supported by the Equality Act 2010 as a protected characteristic:
- 2.1.2 “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.”

3 Key Objective

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

4 Principles

- 4.1.1 Compliance with the DDA is consistent with the school’s Vision, Values, Aims and Single Equality Scheme, and the operation of the school’s Special Educational Needs & Disabilities (SEND) Policy
- 4.1.2 The school recognises its duty under the DDA (as amended by the SENDA):
- a) Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
 - b) Not to treat disabled pupils less favourably;
 - c) To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
 - d) To publish an Accessibility Plan.
- 4.1.3 In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002);
- 4.1.4 The school recognises and values parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respects the parents’ and child’s right to confidentiality;
- 4.1.5 The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles;

and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges;
- Responding to pupils' diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

5 Activity

- 5.1.1 This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objective (above). Education & related activities
- 5.1.2 The school will continue to seek and follow the advice of Local Authority (LA) services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local National Health Service (NHS) Trusts. [See checklist provided on page 29 DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils"]
- 5.1.3 Physical environment - The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. [See checklist on page 30 of DfES Guidance.]
- 5.1.4 Provision of information - The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. [See checklist on page 30 of DfES Guidance.]

6 Action Plan

- 6.1.1 No current identified improvements needed, however this will be reviewed according to pupil's requirements.
- 7 Linked Policies - This Plan will contribute to the review and revision of related school policies, e.g.:
- The strategic plan including improvement and development;
 - Continuous Professional Development (CPD);
 - SEND Policy;
 - SEND information report;
 - Single Equality Scheme;
 - Curriculum Policies and Guidelines.