

South Molton Community Primary School

Accessibility Plan

The intended audience for this policy

- Current and new members of staff, school governors, parents and external agencies ensuring understanding and agreement on the school approach to accessibility

This policy has been reviewed and updated in November 2018

Next Review date: November 2021

Rationale

South Molton Community Primary School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.

Increase the extent to which disabled pupils can participate in schools' curriculums.

The definition of disability is: - SEN Code of Practice, SENDA and DED

"A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities."

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

We recognise:

- our duty under the Disability Discrimination Act (2005) as amended by the SENDA (2001)
- *"from September 2002, it will be unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services*

- Schools and LAs must:
 - not treat disabled pupils less favourably; and
 - take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty)
- that Local Authority and school governors have the duty to publish Accessibility Strategies and Plans

Scope of the Plan

The school will endeavour to cater for the individual needs of each child.

Monitoring

South Molton Community Primary School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning. To achieve this, the school undertakes a disability equality duty questionnaire to the parents of all the pupils.