**ST MARGARET’S CE VA PRIMARY SCHOOL**

**ACCESSIBILTY POLICY**

 **“Encourage one another and build each other up” 1 Thessalonians 5:11**



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| **Approved by:** |  Governors  | **Date:** 02/5/23 |
| **Last reviewed on:** | May 2023 |
| **Next review due by:** | May 2024 |

**Introduction**

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

* Increase the extent to which disabled pupils can participate in the curriculum
* Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
* Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children who may be represented within our school:

• Girls and boys;

• Minority ethnic and faith groups;

• Children who need support to learn English as an additional language;

• Children with special educational needs;

• Able, gifted and talented children;

· Disadvantaged pupils;

• Children who are at risk of exclusion;

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

• setting suitable learning challenges;

• responding to children’s diverse learning needs;

• overcoming potential barriers to learning through assessment for individuals and groups of pupils;

• providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

Further details of the additional provision available, should it be required, can be accessed from our Local Offer, which is available from our school website.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

**The purpose and direction of the school’s plan: vision and** **values**

## To meet the needs of all pupils

**A definition of 'inclusion'**

'One of the greatest challenges facing our school is the provision of appropriate learning opportunities for all pupils. Within schools there are pupils with a range of abilities from different cultures, religions and social backgrounds. Some of these pupils experience barriers to learning as a result of their disability, heritage, gender, special educational need, ethnicity, social group, sexual orientation, race or culture**.**

**The National Curriculum Requirements**

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum (NC) is the basis for planning a school curriculum that meets the specific needs of individuals and groups of pupils. The National Curriculum Handbook for primary teachers in England and the Handbook for secondary teachers in England incorporate a statutory inclusion statement on providing effective learning opportunities for all pupils.

It sets out three principles that are essential to developing 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.

**Definition of Disability**

Disability is defined as follows by the Equality Act 2010:

A person has a disability if:

* they have a physical or mental impairment
* the impairment has a substantial and long -term adverse effect on their ability to perform normal day to day activities.

**Key Objective** To reduce and eliminate barriers to the curriculum and to ensure full participation in the school community for pupils, prospective pupils and adult users with a disability.

**Principles**

1. Compliance with the Equality Act (2010) is consistent with the school’s aims and equal opportunities policy and the operation of the SEND policy and local offer;

The school recognises its duty under the Equality Act (2010) and the Special Needs and Disability Code of Practice:0 to 25 years (2014 and subsequent updated Jan 2015).

* Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
* Not to treat disabled pupils less favourably
* To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
1. In performing their duties, governors and staff will have regard to the Equality Act, Code of Practice and the Equality and Human Rights Commission
2. St Margaret’s 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.
3. St Margret’s provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils

St Margaret’s school identifies points for action as part of its School Improvement Plan, in order to achieve key objectives and indicates these within its Accessibility plan.

**Delivery of the Curriculum**

School will continue to seek and follow the advice from LA services, such as specialist teacher advisors and SEND staff and health professionals.

Throughout our curriculum, core values and worship we actively teach and promote an inclusive ethos.

**Physical Environment**

The school will make adjustments to the environment whenever possible. However sometimes we are constrained by the age of our building and adjustments cannot always be made. We will always consider lighting, access, colour schemes and more accessible fittings and facilities.

**Information in other formats**

The school is aware of local services including those provided through the LA for providing information in alternative formats when required.