



Approved by Governors

Headteacher.....

On behalf of governors.....

Updated September 2022

Castle View Primary School Accessibility Policy

INTENT

At Castle View Primary School, we have care, tolerance and respect for every child at the centre of our teaching. We recognise that every child is special, each with his or her own educational, physical, emotional, behavioural and social needs. We aim to foster a happy family environment where children feel safe, accepted and are comfortable and relaxed enough to express their feelings and reach their academic potential.

Our primary aim is to integrate disabled pupils into the academic and social life of the school so that they feel enabled and empowered to work to their full potential.

IMPLEMENTATION

THE AIMS OF THE SCHOOL

- to increase access for disabled pupils to the curriculum
- to improve access to the school's physical environment
- to improve written information for disabled pupils
- to not treat disabled pupils less favourably
- to make reasonable adjustments to avoid putting disabled pupils at a substantial

disadvantage

- to prepare an accessibility plan for increasing the accessibility for disabled pupils

At Castle View we consider the requirements of current and future disabled pupils. This means that we make **reasonable** enquiries to find out whether children currently on roll, as well as those seeking admission, have a disability.

In deciding whether a step is reasonable, we will take into account the needs to maintain:

- academic standards
- available resources
- the practicalities of making particular adjustments
- the health and safety of the disabled pupil and others and the interest of others

DEFINITION OF DISABILITY

Pupils falling within the definition of disabled will have a wide range of needs and requirements including mobility impairment, sensory impairment, learning disabilities, mental health conditions, epilepsy, AIDS, asthma and progressive/degenerative conditions.

At Castle View we **do not** automatically consider pupils with a disability to have special educational needs.



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ADMISSIONS

The Governing Body believes that the admissions criteria should not discriminate against disabled pupils.

INCLUSION

This policy builds on our School Inclusion Policy, which recognises the entitlement of **all** pupils to a broad and balanced curriculum, including extra curricular activities, educational visits and school trips. This policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all disabled pupils. Learning is adapted to the needs of the child, not the child fitted to the system.

INCREASING THE WAY IN WHICH DISABLED PUPILS CAN ACCESS THE CURRICULUM

At Castle View Primary School, we are able to access:

- expert advice from specialist teachers, SEND service and the Educational Psychology Service
- specialist training for the needs of individual pupils
- training provided through the local authority

Legal Requirements

From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply.

The Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, requires all schools and LAs to plan to increase, over time, accessibility to schools for disabled pupils. Schools are required to produce plans for their individual school and LAs are required to prepare accessibility strategies covering the maintained schools in their areas. At a legislative level there are 3 main strands of support for disabled pupils:

- the SEN Framework (the Education Act 1996 and the SEN and Disability Act 2001)
- the Disability Discrimination Duties (sections 28A-28C of the DDA 1995)
- the planning duties (Section 28D-28E of the DDA 1995)

From September 2002, it has been unlawful for schools and LEAs to discriminate disabled pupils in their admissions and exclusions policies, education and associated services.

The definition of 'disability' under the Equality Act 2010

In the Act, 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

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial



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- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

IMPACT

The accessibility policy will read in conjunction with the Accessibility Plan and the following other policies, strategies and documents:

- Behaviour Policy,
- Equality and Diversity Policy
- Health & Safety Policy,
- SEND Policy
- School Improvement Plan

At Castle View Primary School, we will ensure that all pupils have access to a broad and balanced curriculum and teachers have up to date training to ensure quality first teaching (QFT) can take place in the classroom. We will also ensure that disabled pupils will be fully integrated into the academic and social life of the school.