



Policy for **ACCESSIBILITY**

Reviewed: March 2017



WICKERSLEY
PARTNERSHIP
TRUST.

Accessibility Policy

Legislation consulted:

On 1 October 2012, The Equality Act replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It extends protection from discrimination in some areas and has placed new duties on schools. (For further information see the Equality and Diversity Policy).

The Act makes it unlawful for Aston Lodge Primary School and the school's governance committee to discriminate against, harass, or victimise a pupil or potential pupil in relation to:-

Admissions;

- The way we provide education for pupils;
- The way we provide pupils access to any benefit, facility or service;
- By excluding any pupil or subjecting them to any other detriment.

The protected characteristics are:

- sex;
- race;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity;

There is still a requirement to have an accessibility plan outlining how we intend to improve access for disabled pupils to the physical environment, the curriculum and written information.

The disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA). There are some minor differences as follows:-

- the definition of disability is less restrictive;
- direct discrimination can no longer be defended as justified;
- failure to make a reasonable adjustment can no longer be defended as justified;
- From September 2012, we are under a duty to make available auxiliary aids and services as reasonable adjustments, where these are not being supplied through a Statement of Special Educational Needs or from other sources.

This plan sets out the proposals of Aston Lodge Primary School and the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan. This Accessibility Plan is reviewed every three years.

School Context

Aston Lodge Primary School is a mainstream school which is part of the Wickersley Partnership Trust.

Our **Mission Statement** states:

'We want to send every young person into the world able and qualified to play their part in it'

Aston Lodge Primary School is dedicated to:

- Supporting all pupils to achieve their full potential and prepare them to live as well-adjusted, autonomous and valued members of society.
- Students with a disability are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach his or her full potential.
- Providing a broad and balanced curriculum, relevant and differentiated, which demonstrates both progression and coherence.
- Ensuring all teaching staff share responsibility for the progress of students with a disability in their care.

Equal Value Principle

Aston Lodge Primary School promotes equality for all its staff and students believing everyone has equal value. The policy of equality, of 'opportunity in diversity', is based on the principle of respect for the individual. The school is an integrated whole, inclusive of the students with physical or sensory impairments, communication, learning, social, emotional or behavioural difficulties. It addresses each person's unique, intellectual, physical, spiritual, emotional or social needs.

All members of the school community work together to create an atmosphere in which each member can grow and flourish regardless gender, colour, ethnic origin, nationality, age, socioeconomic background, disability, religious or political beliefs, family circumstances, sexual orientation or other relevant distinction.

Positive interpersonal relationships are fostered in a climate of high expectations and respect for individual achievement. Every area of school life reflects this attention to individual needs and rights, as all school policies are founded on these basic principles, which are embodied in the school aims and values. The language used in the school community, spoken or written, fosters a positive attitude to each person whatever her/his race, class, colour, creed, sex, sexuality, age or ability.

Please refer to the School Accessibility Plan.