



Long Lane Primary School

Accessibility Plan

Date	Description
November 2015	PT/SW Agreed by Full Governing Board

Review Schedule	Three Years
Next Review	November 2018

Statement

At Long Lane School we are committed to ensuring equal treatment for all, including those with any form of disability. By 'all' we mean anyone involved in the school community including employees, pupils, parents, carers and governors.

We will reduce and eliminate the barriers to accessing the curriculum and will ensure full participation in the school community for pupils, and prospective pupils, with a disability.

We will reduce and eliminate barriers to adults with a disability, be they staff, parents, carers, governors and all prospective individuals to ensure their full participation in the life of the school.

We aim to develop a culture of inclusion and diversity in which people feel confident about disclosing their disabilities in the certain knowledge that they will receive a positive and supportive response which facilitates their full participation in the full range of activities offered by our school.

We seek to foster a positive response to disability among all members in our school community and to eliminate bullying, harassment or the less favourable treatment of people with disabilities wherever and whenever it is likely to occur.

Definition of Disability

Disability is defined by the Equality Act 2010 as:

'When a person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities'. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Duty

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to schools. It has three main elements. Schools are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Principles

- Compliance with the Equality Act 2010 is consistent with the school's aims and Equality Information and Objectives and Equality Statement and the operation of the school's SEN policy.
- The school recognises its duty under the Equality Act 2010
 - 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 steps to meet disabled people's needs, even if this requires more favourable treatment
 - To publish an Accessibility Plan
- In performing their duties, governors and staff will have regard to The Equality Act 2010
- 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
- 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 2014 Framework:
 - Promoting the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
 - Preparing pupils at the school for the opportunities, responsibilities and experiences of later life

Activity

The main activities which the school undertakes, and is planning to undertake, to achieve the key objective set out above, can be broken down into three key areas:

1. **Access to the Curriculum**

As part of these activities the school will continue to seek and follow the advice of the LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professions from the local NHS Trusts.

2. **Access to the 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 treatments and colour schemes and more accessible facilities and fittings.

3. Access to Information

As part of these activities 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

Action Plan

To audit school resources to check a range of resources/materials are available for everyday use for pupils and staff.

If a child or adult with a specific disability which has not already been catered for comes to the school on a regular basis their needs will be addressed as a priority.

Linked Policies/Plans

This plan will contribute to the review and revision of related school policies/plans:

- School Strategic Plan
- Termly Focus Plan
- SEND Policy
- Equality Information and Objectives and Equality Statement
- Subject Policies
- Premises Plans
- Evacuation Plans