

Lower Kersal Primary School

Accessibility Policy



Written by	S Steward
Approving Committee	Health and Safety – 4.03.21
Intended Audience	Staff, Governors, Parents, Pupils
Review date	July 2027

Version	Reviewed by	Date	Changes made
1.1	SS	Reported on to governors 14.07.22	Correction of one Typo Review of Actions and annotation of status
1.1	SS	July 23	None
1.2	SS	June 24	Updated school info and aims
1.3	SS and Governing Board	May 25	none

Introduction

Extending access to educational provision and opportunities for children and young people is one of the key themes in the national Social Inclusion Strategy aimed at ensuring equality of opportunity and full participation in the economy. Within the broad context of The City of Salford where social inclusion is a priority, inclusive educational practice is a central pillar in ensuring equality of opportunity for all our young people and the regeneration of the city.

Inclusion is at the heart of both national and international educational reforms and is providing further impetus to Salford's efforts at all levels to improve and develop our practice in this area.

Definition of Disability

The Disability Code of Practice provides the following information: The definition of disability in the legislation is designed to cover only people who would generally be considered disabled.

When is a person disabled?

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

What about people who have previously had a disability?

People who have had a disability within the definition are protected from discrimination even if they no longer have a disability.

What does 'impairment' cover?

It covers physical or mental impairments; this includes sensory impairments, such as those affecting sight or hearing.

Are all mental impairments covered?

The term 'mental impairment' is intended to cover a wide range of impairments relating to mental functioning, including what are often known as learning difficulties. However, the Act states that it does not include any impairment resulting from or consisting of a mental illness, unless that illness is a clinically well recognised illness. A clinically well-recognised illness is one that is recognised by a respected body of medical opinion.

What is a 'substantial' adverse effect?

A substantial adverse effect is something more than a minor or trivial effect. The requirement that an effect must be substantial reflects the general understanding of disability as a limitation going beyond the normal differences in ability, which might exist among people.

What is 'long-term' effect?

A long-term effect of an impairment is one:

- Which lasted at least 12 months; or
- Where the total period for which it lasts is likely to be at least 12 months; or
- Which is likely to last for the rest of the life of the person affected.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the Disability Discrimination Act. The effect

of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our 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; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- 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.

School Context

- Link with LA Admissions Policy following the correct criteria for all admissions.
- Links with SEN Policy and Procedures following guidelines by LA.
- Links with Equal Opportunities.
- Academic provision planned for inclusion.
- Physical provision planned with support and guidance from the relevant outside agencies.
- Special Educational Needs Co-ordinator (SENCO) is the gatekeeper for all stakeholders.
- All opportunities offered to all pupils irrespective of gender and ability.
- Continuous Professional Opportunities for all staff

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Below is a set of action plans showing how Lower Kersal Primary School will address the priorities identified in the plan. The plan is valid for three years, December 2020 to December 2023. It is reviewed annually.

Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Compliance with the DDA is consistent with Lower Kersal's aims and equal opportunities policy, and the operation of our SEN policy. LKPS recognises its duty under the DDA.

- 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
- to publish an Accessibility Plan.

Lower Kersal provides all pupils with a broad and balanced curriculum, adjusted, adapted and differentiated to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of 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.

ACTIVITY EDUCATION & RELATED ACTIVITIES

LKPS will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

PHYSICAL ENVIRONMENT

LKPS will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.

PROVISION OF INFORMATION

LKPS will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

LINKED POLICIES

This Plan will contribute to the review and revision of related school policies, e.g. School Improvement Plan, SEN Policy, Equal Opportunities Policy and Curriculum Policies