



# Disability and Accessibility Policy

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**Beavers Community Primary School will, without excuse or compromise, provide the best start to life for all of the pupils in its care.**

The staff and governors envisage this being carried out through:

- Having the child at the centre of everything we do
  - Valuing the development of the whole child
- Outstanding learning delivered through outstanding teaching
- Keeping at the forefront of, as well as leading, educational development and practice
- Constantly challenging all aspects of school life to ensure best practice is always prevalent
  - Engaging parents in their child's education
- A commitment to the safeguarding of all children and stakeholders

## **Our Values**

*Respect*

*Equality*

*Determination*

*Honesty*

*Courage*

*Compassion*



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<b>Date Approved</b>	<b>Date of Next Review</b>
February 2016	February 2019



### *Our commitment to inclusion*

We believe that all pupils have a right to an educational experience which is suitable to their particular needs and which allows them to develop socially and academically to the highest level they can.

#### **The core principals are:**

All children are of equal worth and have the right to equal access to a broad and balanced curriculum.

All children have the right to be valued equally, regardless of their ability, disability, gender, culture, race, ethnicity, religion, linguistic, social or care circumstances.

The interests of all pupils are best served when each pupil is able to focus on the education on offer.

In line with the above principals we are committed to encompassing pupils with SEN, vulnerable and looked after children, pupils for whom English is an additional language, travellers, asylum seekers and refugees and pupils from minority ethnic groups in our inclusion plan.

To ensure successful inclusion it requires the co-operation and commitment of all staff, governors, parents, community groups and external agencies.

We recognise the need to ensure that provision is differentiated and structured in such a way as to enable all pupils to access education successfully.

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At Beavers Community Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students is monitored and this data is used to raise standards and ensure inclusive teaching. Reasonable adjustments are made to make sure that the school environment is as accessible as possible.

At Beavers Community Primary School we believe that diversity is a strength, which is respected and celebrated by all those who learn, teach and visit here.

In line with the Equalities Act 2010 the school is committed to:

- Promoting equality of opportunity
- Eliminating discrimination
- Eliminating harassment related to disability
- Promoting positive attitudes towards disabled people
- Encouraging participation of disabled people in all aspects of school life
- Taking steps to meet the needs of the disabled members of our community



### *Current provision*

- There is disabled access to the building.
- There is a hearing loop installed in Key Stage 1 classrooms for children with hearing impairment.
- There is a disabled toilet facility.
- There is disabled access to all parts of the building.
- When planning trips out of school companies with accessible vehicles are hired if necessary.
- Newsletters are sent home in large print format if necessary.
- All learning materials purchased reflect a range of disabled characters and address a range of experiences specific to those with a disability.
- The PSHCE curriculum teaches children about disability from emotional, physical and personal perspectives.
- When collecting and interpreting data disability is recognised as one of the comparative criteria considered, alongside race and gender.
- When appointing staff and governors all applicants are treated equally regardless of ability, race or gender in line with all other school policies.

### *Monitoring and review*

The implementation of this policy is monitored by governors on visits into school and through discussion with the Head teacher and other governors. The Inclusion governor reports formally to the full governing body on the success, or otherwise, of the scheme and on the progress towards the Action Plan, at the Autumn term meeting. This and all other relevant policies are reviewed periodically, as issues arise and are formally reviewed every three years.

### *Action planning*

If provision for disabled members of our community is found to be insufficient then the SEND Co-ordinator work together to formulate an Action Plan and this is put into place as part of the School's Development Plan.