



The Kingfisher Schools Federation

Accessibility Policy

1. INTRODUCTION

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

What do we understand by disability?

“Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities” (DDA 1995 Part 1 para. 1.1.)

This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act and now includes people with long term medical conditions such as those with cancer or surviving cancer, HIV and Multiple Sclerosis from the point of diagnosis. It also includes mental impairments and the need for these to be clinically well recognised has been removed by the Act.

The Kingfisher Schools Federation understands that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs.

We also recognise that social, emotional and behavioural difficulties are part of this definition where they have a substantial and long-term effect on a child or young person’s ability to carry out normal day to day activities.



2. OBJECTIVES

The Federation aims for our schools to be inclusive schools. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to different groups of children who may be within our school at any time:-

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- children with medical needs;
- gifted and talented children;
- children who are at risk of disaffection or exclusion;
- looked after children;

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:-

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children;
- ensuring a child's medical needs are tendered too in the appropriate way;

This plan sets out the proposals of the Governing Body of the Federation to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled ;



3. PURPOSE, SCOPE & PRINCIPLES

The purpose and direction of the school's plan: vision and values:-

- The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.
- This school will not tolerate harassment of people with any form of impairment. The school will also consider the needs of pupils who are carers of disabled parents, when appropriate to do so.
- Barnby & North Cove CP School offers a friendly, inclusive, caring and well-disciplined environment for children in their formative learning years. We believe that this encourages each child to do the best it can and achieve their potential. We aim to achieve this through:-
 - Creating a happy, secure and stimulating environment in which each child can grow at a pace appropriate to him/herself.
 - Helping each child to develop a lively, inquiring mind, with ability to question and discuss rationally.
 - Enabling each child to develop self-discipline and independence.
 - Encouraging responsibility, tolerance and sensitivity to others and the environment.
 - Developing key academic and social skills eg: the three R's, speaking, listening, ICT, thinking, working with others.
 - Educating all the children to the best of their varied capabilities as directed by the National Curriculum, the Renewed Primary Frameworks for Literacy and Numeracy, and the Suffolk R.E syllabus.
 - Fostering strong, positive relationships between home, school and the community.



MONITORING & EVALUATION

The policy will be reviewed as part of the schools monitoring cycle.
The Head Teacher has responsibility for monitoring this policy.
This Policy is due for Review in March 2017.

IMPLEMENTATION

This policy will be formally implemented with effect from September 2014.

This policy was adopted at a Meeting of the full Governing Body on _____.

Mr John Beckett
Chair of Governors

Date

Mrs Ruth Nixon
Head Teacher

Date