



Lings Primary School

Accessibility Policy

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1 Introduction

This Policy is drawn up in accordance with the planning duty set out in the Disability Discrimination Act 1995, as amended by The Special Needs (SEN) and Disability Act 2001 (SENDA). It draws on the guidance set out in 'Accessible Schools: Planning to Increase Access to Schools for Disabled Pupils', issued by the Department for Education and Skills (DfES) in July 2002.

The Policy applies to the activities of Lings Primary School and their joint activities with the Northampton Primary Academy Trust Partnership (NPAT).

2 Definition of Disability

Disability is defined by the Disability Act 1995 as follows.

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

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions, when they have long term and substantial effect on pupils' everyday lives.

3 Key Objective

To reduce and eliminate barriers in accessing the curriculum and to

promote full participation in the School and NPAT Partnership communities for all pupils and prospective pupils with a disability.

4 Principles

- Compliance with the Disability Discrimination Act is consistent with School's Aims and Equal Opportunities Policy and the operation of the School's Special Needs Policy.
- The School recognises its duty under the Disability Discrimination Act.
 - Not to discriminate against pupils in admission or exclusion and provision of education and associated services.
 - Not to treat pupils who are disabled less favourably for a reason related to their disability.
 - To take reasonable steps to avoid putting pupils who are disabled at a substantial disadvantage.
- In performing their duties, *Governors and Staff* will have regard to the Disability Rights Commission.
- The School recognises and values parents' knowledge of their child's disability and its effects on his/her ability to carry out normal activities and respect 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. It endorses the Key Principles in the National Curriculum 2000 framework, 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.

5 Education and Related Activities

The School will take into account the needs of the 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 treatment and colour schemes and more accessible facilities and fittings.

6 Provision of Information

The School will make itself aware of local services, including those provided through the Local Authority, for providing information about accessibility when requested.

7 Linked Policies/Documents

SEN Policy

Admission Policy

School Prospectus

Confirmatory Signatures

Signed.....Head Teacher

Signed.....Governor

Approved on.....

To be reviewed on.....