



Accessibility and Disability Policy

Both staff and pupil wellbeing have been considered in the review of this policy.

The accessibility plan is required for :

Increasing access for disabled pupils to the curriculum

- Improving access to the school's physical environment
- Improving written information for disabled pupils

There are three main duties:

- Not to treat disabled pupils less favourably
- To make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage
- To prepare an accessibility plan for increasing the accessibility of school for disabled pupils.

We need to consider the requirements of current and future disabled pupils.

The duty not to discriminate covers all aspects of school life, including extra-curricular activities, educational visits and school trips. The duty to make reasonable adjustments refers to the full range of policies, procedures and practices of the school.

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In deciding whether a step is reasonable, schools may take into account the need to maintain;

- Academic standards
- Available resources
- The practicalities of making a particular adjustment
- The health and safety of the disabled pupils and others and the interests of others

Definition of Disability

Pupils falling within the definition of disabled will have a wide range of needs and requirements including: mobility impairment, sensory impairment, learning disabilities, mental health conditions, epilepsy, AIDS asthma and progressive/degenerative conditions.

Schools must not automatically consider pupils with a disability to have special educational needs, as can be seen below.

Disability

The DDA definition states that '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'.

Special Educational Needs

The Education Act 1996 states that 'children have a special educational need if they have a learning difficulty which calls for special educational provision to be made for them'.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age



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- Have a disability which prevents, or hinders, them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA
- Are under compulsory school age and fall within the above definitions, or would do so if special educational provision was not made for them.

For the purpose of the DDA 1995 schools and LEAs are required to consider the needs of pupils in relation to physical adaptations, curriculum access and auxiliary aids and services. These areas also fall within the scope of the SEN Framework. LEAs and school will continue to consider pupils' needs, particularly in relation to auxiliary aids and services, within the SEN Code of Practice context.

We will always consider access issues when planning any work involving the alteration or improvement of school premises. We will make every effort to improve access for disabled people with funding sources linked to ensure the maximum benefit.

All doorways and exits are wheelchair friendly allowing access to all areas of the building. A disabled parking spot is now available on the school site. Parents who are disabled or those adults transporting children with disabilities can access this by requesting the barrier to be lifted providing them with entry to car park.



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INCLUSION – A STATEMENT OF INTENT

INTRODUCTION

Inclusive practice and school improvement are linked. This is reflected in the recent changes to the education service.

The different parts of the plan will be supported by the development of policy and practice. The starting point for inclusion is the needs of the children and young people.

- The aim of education for children with additional needs – including those with SEN, disabilities, or excluded from school – are no different from those of all children and young people.
- Inclusion is not a state but a process that requires continued and planned development.
- Inclusive practise and school improvement are linked.

WHAT IS INCLUSIVE EDUCATION?

Inclusive education uses proven methods of teaching from which all children can benefit; it assumes human differences are normal. Learning must be adapted to the needs of the child, not the child fitted to the system.

Therefore an Inclusive Education that values diversity and meets a wide range of needs improves the achievements of all children and young people.

We believe that

- Good schools are inclusive schools.



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- All children can learn successfully. The development of more inclusive schools will help raise standards in teaching, learning and attainment by looking at how best to meet the needs of **all** children.
- Including children with additional needs in their local schools is a major contributor to tackling discrimination. Inclusive education embraces the concept of equality of opportunity for all children.
- It is important to build upon the good practice in our special and enhanced resource schools. This will maintain a range of specialist provision to ensure a choice for parents and children. This is very important for pupils with severe and complex needs.
- Change should be undertaken step by step, properly funded and guided by evidence of best practice.