

Flushing C of E Primary School Access Policy

Flushing Church of England Primary School is a welcoming, safe and caring environment within the heart of the community.

We work together in a spirit of equality, trust and friendship. In our small school there is time for the individual.

We offer a broad and balanced education, nurturing our children's skills to prepare them for the future.

All achievements are celebrated and valued in the belief that Every Child Matters to God whatever their faith or creed.

Introduction

This policy was drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessing School: Planning to increase access to schools for disabled pupils" issued by the DFES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA)
"A person has a disability if he or she has 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".

Key Objectives

To reduce and, where possible, eliminate barriers to accessing the curriculum, and for pupils to have full participation within the school community.

Principles

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the SEN policy. The School recognises its duty under the DDA (as amended by the SENDA)

- Not to discriminate against disabled pupils in their admissions and provision of education and associated services.
- Not to treat disabled people less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an accessibility Plan.

We recognise and value parent's knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects 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; and endorses the Key principles in the National curriculum, which underpins the development of a more inclusive curriculum.

- Setting suitable learning challenges.
- Responding to pupil's diverse learning needs
- Overcoming potential barriers to learning and assessment for individual groups of pupils.

Policy Aims

a) Education and related activities

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

b) Physical environment

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

c) Provision of information.

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

Review

This policy will be reviewed according to the policy cycle document.

This policy was approved on.....

Signed.....

Access/MF/July 19