

Jesmond Gardens Primary School

Accessibility Policy



Date Implemented – September 2011

Date Reviewed – September 2017

Date of next Review – September 2019

Our Vision

**To be world-class leaders of learning,
life changing for each and every learner.**

Our purpose

Nurture curiosity

Cultivate enjoyment

Inspire success

Our Promises

Be nurturing: A parent's most precious gift, entrusted into your care. To be looked after as if they're your own.

Be aspirational: Somewhere between exceptional and phenomenal should do it! Expect it of yourself, our children and our community.

Be inspiring: Create that buzz, promote curiosity ... help children find their niche.

Be generous: Make the time to say thank you, to laugh out loud, to be honest with one another, and to help others wherever we can.

Be professional: You're someone who is an expert in their work, someone who can point the mirror at themselves and demand 'How can I get better?' In short - all a success at all we do.

Introduction

This plan is 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 "Accessible Schools: Planning to increase access to schools for disabled pupils, issued by DfES I 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 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."

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's 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 exclusions, and provision of education and associated services.
- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);

The school recognises and values parents' 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 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.

Activity

This section outlines the main activities, which the school undertakes, and is planning to undertake, to achieve the key objective (above).

a) **Education & related activities**

The school will continue to seek and follow the advice of LA services, such as SEN advisers and of appropriate health professionals from the local NHS Trusts.

b) **Physical environment**

Jesmond Gardens is a new build and it should therefore conform to all the current legislation

c) **Provision of information**

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

Linked policies

This Plan will contribute to the review and revision of related school policies e.g.

- School improvement plan
- Inclusion Policy
- Equal Opportunities Policy
- Teaching and Learning Policy

