



Hawthorns Primary School

with Little Owls Nursery

Accessibility Plan

Statutory Policy	Yes
Policy Date	Mar 2018
Review Period	3 Years
Next Review Date	Mar 2021
Reviewed by	Full Governing Body
Approved By	K Hawkes (Chair of Governors)

Coverage	School	Yes
	Nursery	Yes
Published to	School Website	Yes
	Staff Area	Yes
	Nursery Website	Yes

Document Derivation / Update Details	
Original WSCC Template details	Not Applicable
Changes in this version	New document

INTRODUCTION

At Hawthorns we recognise that children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices do not take account of, and seek to remove, barriers that could deny them the educational opportunities available to other children.

- At Hawthorns we demonstrate a commitment to inclusion wherever possible, in order to increase the participation of children with Special Educational Needs and Disabilities in the curriculum, and all areas of school life
- The SEN and Disability Act (SENDA) makes it unlawful to discriminate against individuals and limit access to their education
- In addition the Disability Equality Duty was introduced in 2005 as an amendment to the Disability Discrimination Act (1995) and sets out a requirement to take a proactive approach to promoting disability equality and eliminating discrimination
- Most children with SEN will not be disabled within the meaning of the act. However a significant proportion of those who are disabled will have SEN

(Ref: Equality Act 2010: Schedule 10. Para 3 and Disability Discrimination 2005)

The integration of disabled children will be assessed on their individual needs. We would work with each child, parents, carers, other identified agencies and the LA to establish their needs and requirements. We would devise a plan to ensure that they are able to access the curriculum and participate in school life.

This policy and objectives will apply equally to all staff, volunteers, governors and visitors to Hawthorns.

Anti-discrimination Duty

- We have a duty not to treat disabled people less favourably, without justification, than their able bodied peers
- We have a duty to make reasonable adjustments to ensure that those who are disabled are not put at a substantial disadvantage in comparison to those who are not disabled and vice versa

AIMS AND OBJECTIVES

We are committed to an inclusive curriculum and increasing access to the school's facilities for all by:

- Increasing the extent to which disabled children can participate in the school's curriculum
- Continue to improve the physical environment of the school
- Improving the delivery of information to disabled children and other members of our school community
- Responding with appropriate adaptations to the needs of new arrivals to the school
- Teaching our children tolerance and understanding of disability and developing in them a positive attitude towards disability equality

OUR COMMITMENT TO AN INDIVIDUAL

When an individual with a disability known to be coming to our school we will implement a plan that will:-

- Access any adaptations that will be needed within the environment
- Establish any additional resources that will be needed
- Assess that we have the required skilled base to adequately support the individual and seek training if necessary
- Assess any medical needs and seek additional training if required

We do reserve the right to balance the ability of the school resources, including budget, to meet any identified additional provision, against the needs and requirements of the wider school.

This policy should be considered in conjunction with the following policies and documents:-

- Premises Development Plan
- Teaching and Learning Policy
- SEN Policy
- Health and Safety Policy
- Equality Act 2010