

Disability, accessibility and inclusion Policy

This policy 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 in July 2002.

Ethos.

All members of the Sir Alexander Fleming have an entitlement to be included in all aspects of school life.

The three principles –

- ❖ creating inclusive cultures,
- ❖ producing inclusive policies and
- ❖ evolving inclusive practices
- ❖ ensure quality experiences for all pupils, staff, parents/carers and governors, which foster mutually sustaining relationships.

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".

The six general duties of the DDA :-

- ❖ promote equality of opportunity between disabled people and other people,
- ❖ eliminate discrimination that is unlawful under the DDA,
- ❖ eliminate disability related harassment,
- ❖ promote positive attitudes towards disabled people,
- ❖ encourage participation by people in public life,
- ❖ take steps to meet disabled people's needs, even if this requires more favourable treatment,

and the three strands of accessibility:-

- ❖ delivery of the curriculum
- ❖ the physical environment
- ❖ provision of information in various formats

Key Objectives:-

- □ to set high expectations,
- □to create effective learning environments,
- to provide a broad, balanced curriculum which provides effective learning opportunities which are relevant and challenging for all,
- □to provide differentiated programmes of study suited to individual pupil needs,
- □to secure motivation and concentration,
- □to provide equality of opportunity through teaching approaches,
- □to use appropriate assessment approaches,
- □to set targets for learning,
- to enable all pupils to participate effectively in the curriculum and assessment activities,
- □to minimise barriers to learning and participation,
- □to ensure that everyone's contribution is valued,
- to ensure everyone is included in all aspects of school life,
- Sir Alexander Fleming Primary School buildings and access are well designed to meet the needs of disabled pupils and adults.
- consult with both the school and wider community

Guidelines

1. Teacher planning will take account of the full range of pupil needs.
2. All staff and governors should be aware of the equal opportunities legislation that covers race, gender and disabilities.
3. We endeavor to include as many members of the community as possible.
4. Stimulating and relevant lessons will be planned for all pupils and learning objectives will be shared with all pupils to enhance the success of teaching and learning.
5. All children will be taught the skills and routines required to become successful learners.
6. Interpersonal skills will be addressed through the PSHE curriculum.
7. Everyone will be treated with care and respect.
8. LEA will be consulted for advice and guidance when necessary.
9. The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.
11. Training opportunities will be available to all staff to develop inclusive strategies.
- 12 To provide the opportunity for all members of the Sir Alexander Fleming to develop personally and in their relationships with others to develop to their full potential as a person and a learner.
13. An accessibility plan has been formulated to ensure a strategic plan is in place for physical access to the premises.

Monitoring and Evaluation

- □ Information records concerning planning, teaching and learning will be monitored by the Head teacher to ensure the inclusion policy is fulfilled
- This policy and action plan will be evaluated and reviewed by SLT, staff and governors annually.

Linked Policies and legislation.

Human Rights Act (October 2000),
Disability Discrimination Act 1995 (DDA):
SEN and Disability Act 2001
Accessible Schools: Planning DfES in July 2002.
Child Protection Policy,
The School Development Plan,
The Equal Opportunities and Race Equality Policy, Gender Equality Policy
Equalities act 2010
The Monitoring and Evaluation Policy
Staff development plan
SEN policy
Curriculum policies