

**BANSTEAD
COMMUNITY JUNIOR
SCHOOL**



DISABILITY ACCESS POLICY

2024

Teaching and Learning Committee
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CONTENTS

	Page No.
1. Introduction	3
2. Definition of Disability	3
3. Key Objectives	3
4. Principles	3
5. Activity	4
British Values Statement	4

BANSTEAD COMMUNITY JUNIOR SCHOOL

DISABILITY ACCESS POLICY

1. INTRODUCTION

This plan is drawn up in accordance with the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA) and codified by the Equality Act 2010. 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.

2. DEFINITION OF DISABILITY

Disability is defined by the Equality Act 2010 if a person:

- a. has a physical or mental impairment, and
- b. the impairment has a substantial and long term effect on P's ability to carry out normal day-to-day activities.

3. KEY OBJECTIVE

To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in Banstead Community Junior School for pupils, and prospective pupils, with a disability.

4. PRINCIPLES

Compliance with the Equality Act is consistent with the school's aims and equal opportunities policy, and the operation of its SEND Policy (P109). The school recognises its duty under the Equality Act:

- 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 make reasonable adjustments 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 Discrimination Rights Commission (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.

5. ACTIVITY

5.1 Education & related activities

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

5.2 Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises. In particular extra emergency lighting, improve access to the hall and to add a disabled toilet have all been implemented. We are reviewing teaching areas and assessing acoustics, colour schemes and the accessibility of facilities and fittings.

5.3 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.

British Values

The School will ensure in policy and practice that it adheres to the fundamental British Values as detailed in Ofsted Handbook for Inspection, December 2017. The fundamental British Values include valuing democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils will be taught to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.