

STANWAY PRIMARY SCHOOL



Accessibility Policy 2022-5

**Policy Approved by
Governors (Chairman's Action):**

Summer 2022

Review Date:

Summer 2023

Introduction

Stanway Primary School welcomes its general responsibilities under the Equality Act (2010) to ensure that the school does not discriminate against a pupil or prospective pupil by treating them less favourably because of a “protected characteristic” as listed below:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

This policy sets out the steps that the Governing Body will make to result in improved accessibility to the curriculum, physical environment, and information for disabled people. It operates alongside the school’s SEND policy and is consistent with it in terms of principles and approaches to resourcing.

School Ethos, Vision and Values

At Stanway Primary School we aim to give every child the best possible education and start in life in our caring and aspirational school. Our curriculum reflects the needs of all our pupils: it not only focuses on the core skills, but gives opportunities for all children to develop their understanding and appreciation of the wider world and the part they have to play in it. We want to encourage and inspire creativity, and also help our pupils to develop as caring and thoughtful people, equipped to live in the modern world and develop rich and meaningful relationships with others.

We provide a nurturing, positive and purposeful environment in which to learn, that both children and staff can look forward to attending each day, and in which all children can be happy and successful. We recognise that establishing a strong relationship with our families is pivotal in ensuring our children progress and thrive in their journey through primary school.

Our staff provide opportunities and experiences aimed to engage, excite and stretch pupils and create confident and independent learners. Our ethos is embodied in our core values of Leadership, Organisation, Resilience, Initiative, Community and Determination to which we aspire and celebrate every day. We believe each individual can grow and learn through encouragement to identify and pursue their hopes and dreams, and the development of strong self-esteem, tolerance and respect.

We are committed to ensuring quality of education and opportunity for all pupils and staff with protected characteristics, and all those receiving services from the school. This commitment includes providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all

students, irrespective of special need/s or disability/ies. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against disabled pupils.

At Stanway Primary School we aim to ensure that all our pupils, whatever their ability, reach the highest level of achievement possible. The achievement of all pupils will be monitored and this data used to raise standards and ensure inclusive teaching and inclusivity of all activities linked to school life. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. The School is dedicated to the principles of equal opportunities, and strives to create a caring community which demonstrates respect for one another, along with understanding and tolerance.

The definition of Unlawful Behaviour under the Equality Act (2010) defines four kinds of unlawful behaviour, which will not be tolerated at Stanway Primary school:

Direct Discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat- or would treat- other people.

Indirect Discrimination occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.

Harassment has a specific legal definition in the Act- it is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”.

Victimisation occurs when a person is treated less favourably than they would otherwise have been because of something that have done in connection with the Act.

Special Provisions for Disability

The law on disability discrimination is different from the rest of the Act in a number of ways. In particular, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled students more favourable than non-disabled students, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with students without disabilities.

With this in mind, Stanway Primary School aims to:

- Avoid treating disabled pupils less favourably for a reason related to their disability;
- Make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- Ensure access to educational opportunities for disabled students.

The Accessibility Plan

The Stanway Primary School Accessibility Plan aims to:

- *Ensure disabled pupils or pupils with any protected characteristics can participate fully in the curriculum, including extra-curricular activities;*
- *Ensure the physical environment of the school enables disabled pupils and pupils with any protected characteristics to take better advantage of education, benefits, facilities and services provided.*

The School has a responsibility to provide a curriculum that meets the specific needs of individuals and groups of pupils. We aim to meet this responsibility by:

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

We value the presence of every child, irrespective of need. We are sensitive and proactive about devising ways in which a child with any disability can undertake virtually all, if not all, of the same activities and curriculum as other pupils. Pupils with learning difficulties are given suitable additional help following consultation with professionals and families. This plan outlines the ongoing review and evaluation process and our aims to improve our facilities and access arrangements.

Delivering the Plan

Training will be provided for any staff requesting support in dealing with pupils with protected characteristics. A whole school budget is available for training and is accessed through performance management.

Delivery of the Plan will be monitored by the Governing Body. This policy will be reviewed annually and updated to take account of improvements made, future resource availability and the changing needs of current and potential pupils in the school.

The plan runs for four years, however, it is updated and reviewed annually.

Where possible, partnerships will be developed with other education providers, primary schools, SEND Advisors, specialist staff, paediatricians and staff from relevant LA education departments in order to assist with the delivery of the plan.