



CLARE COMMUNITY
— PRIMARY SCHOOL —

Accessibility Policy and Plan 2018-2021

Accessibility Policy and Accessibility Plan
Date Approved: **December 2019**
Next Review Date: **December 2020**

Introduction

Clare Community Primary School welcomes its general responsibilities under the Equality Act (2010) to ensure that the school does not discriminate against a student or prospective student 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

We are committed to ensuring equality of education and opportunity for disabled students, staff 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 or disability. 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 students.

At Clare Community Primary School we aim to ensure that all our students, whatever their ability, reach the highest level of achievement possible. The achievement of all students will be monitored and this data used to raise standards and ensure inclusive teaching. 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.

Definition of Unlawful behaviour The Equality Act (2010) defines four kinds of unlawful behaviour, which will not be tolerated at Clare Community Primary School;

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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 otherwise would have been because of something they 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 favourably 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, Clare Community Primary School aims to;

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

The Accessibility Plan

The Clare Community Primary School Accessibility Plan aims to;

- ensure disabled students can participate in the curriculum;
- ensure the physical environment of the school enables disabled students 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 students. We aim to meet this responsibly by:

- setting suitable learning challenges;
- responding to students diverse learning needs;

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- overcoming potential barriers to learning and assessment for individuals and groups of students.

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 students. Students with learning difficulties are given suitable additional help following consultation. 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 students who have 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 Student Care and the Board of Trustees. 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 students 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, SEN Advisers, specialist staff, paediatricians and staff from relevant county council education departments.