



ACCESSIBILITY POLICY

THE DISABILITY ACT 2001

The SEN and Disability Act 2001 extended the Disability Discrimination Act (DDA) to cover education. From 2002, the Governing Body has three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Board of Jubilee Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum,
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services,
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

AIMS OF THE SCHOOL

Jubilee Strapline: Inspiring Imaginations

Jubilee Mission: Teaching for Understanding. Understanding through Creativity

Jubilee Vision:

The world is a beautiful place, full of awe, wonder, and amazing diversity. We want to provide our pupils with the skills, empathy and integrity needed to thrive in our vibrant and ever-changing society. Our children care. They care about other people, their environment and global issues. They have awareness of themselves and empathy for others. In our vision for the children, they have a good sense of humour and know the importance of having fun. We want our children to be generous with time and feelings, to be tolerant and kind. Our children are inquisitive, imaginative and aspirational. We teach them to debate, compromise, and think creatively. They are confident learners and articulate speakers who stand up for the right things. We nurture pupils and empower them to use their initiative, take risks, be self-sufficient and self-motivated. Our children are enthusiastic about the community they live in, leading, not following. These are the ingredients of a Jubilee child.

Jubilee Values: Friendship, Respect, Excellence

The school and its staff are committed to offering a high quality education to all nursery and primary aged children in the community in line with the requirements of the SEN and Disability Act (2001).

This school promotes inclusion and will take all reasonable steps to ensure that nursery and primary aged children with a disability or SEN are not discriminated against or treated less favourably than

other pupils. The school will work in partnership with the family and other agencies in the best interests of the pupil and to maximise educational opportunity.

OUR COMMITMENT TO INCLUSION

At Jubilee Primary School we welcome and value all children no matter their special need or disability and strive to deliver a fully accessible social and academic curriculum. We have adapted systems and structures to make our school a more 'inclusive' school e.g. curriculum, attitudes, values and the building. Equally important is our intention to make the school accessible to parents, carers and the wider community in order that they have access to meetings with teachers, social events and extended school activities.

DEALING WITH BARRIERS TO INCLUSION

We recognise that a child has special education needs if they have significantly greater difficulties in learning than the majority of children of the same age: some children have specific learning difficulties in certain areas of the curriculum; some have physical difficulties which affect their access to the curriculum. We understand that the needs of a child may relate to Communication and Interactions; Cognition and Learning; Social, Emotional and Mental Health; and Physical and Sensory needs.

There are a number of ways in which we continually evaluate and monitor pupils at risk of disability discrimination:

- Phase meetings, observations, book looks, learning walks and pupil progress reviews are held termly to ensure effective planning and monitoring of teaching and learning and to ensure inclusion of all pupils regarding on and off-site activities. School Support Plans may be planned in termly if a child has a SEND need.
- There are additional policies to inform provision and support for our children i.e. Special Educational Needs and Inclusion Policy, Teaching and Learning Policy, Assessment Policy, Equalities Policy and Curriculum Policies.

STAFF TRAINING

The school's Professional Development Policy covers the needs of all the staff, teachers, governors, classroom assistants, and lunchtime supervisors. Priorities are identified through the School Improvement Plan, annual appraisal interviews, and individual assessment meetings or in person with the Inclusion Manager. Training may take place in a variety of ways:

New starters are brought up to speed on school policies/procedures and best practice by;

- An induction process lead by their line manager introducing them to relevant policies and information
- Attending courses held by the Hackney Learning Trust and other external agencies;
- School INSET days;
- Opportunities for discussion with outside professionals and specialist teachers;

FACILITIES, RESOURCES AND EQUIPMENT

Jubilee School is a single-storey, ground floor building and hence suitable for wheelchair users. The building has wheelchair access to both main and side entrances, the new sports and drama hall, and down to the lower playground. There is a wheelchair user's toilet situated within the main building. Classroom doorways in Key Stage Two (KS2) are ramped. All internal rooms and corridors are accessible.

Some of our children have complex needs such as Autistic Spectrum Disorder and Downs Syndrome and when necessary we provide appropriate furniture and toys such as chairs, bean bags, toys that make sounds.

It is required that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary.