

Accessibility Policy

Gayton Junior School



Manager:	Mrs J Hill
Date Adopted:	Summer 2023
Date for review:	Summer 2026

Inclusion

An inclusive school is one that provides access to a range of services and activities, during and beyond the school day, to help meet the needs of children, parents and the wider community. All members of the community have equal access to the same provision.

Children and visitors with disabilities or special educational needs should be able to access all the services. We need to comply with Equality Act 2010 and take reasonable steps to make changes to the physical features of school premises in areas to which members of the community, including parents with disabilities, have access and that make it unreasonably difficult for people with a disability to use the service.

In some cases, the nature of a child's needs or impairment may lead to increased staffing or other costs. Where services are charged for e.g. after school events, any such additional cost is not passed on to the pupils and their families and is met through the school budget or other funding streams.

When services are provided by a third party on school premises, either independently of the school, or on behalf of the school, the service provider has the responsibility to make "reasonable adjustments" and/or access improvements. This will ensure that people with disabilities are not unjustifiably discriminated against in their access to the service.

Aims

- To provide access for disabled pupils to the curriculum
- To provide access to the school's physical environment
- To provide written information for disabled pupils
- To not treat disabled pupils less favourably
- To make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage

In deciding whether a step is reasonable, we will take into account the needs to maintain:

- Academic standards
- Available resources
- The practicalities of making particular adjustments
- The health and safety of the disabled pupil

Definition of disability

Pupils falling within the definition of disabled will have a wide range of needs and requirements, including mobility impairment, sensory impairment, learning disabilities, mental health conditions, epilepsy, AIDS, asthma and progressive/degenerative conditions.

Admissions

The governing board believe that the admissions criteria should not discriminate against disabled pupils. We consider the requirements of current and future pupils. We make reasonable enquiries to find out whether children currently on roll, as well as those seeking attendance from elsewhere, have a disability that we need to plan for by liaising with the transition school as soon as we are informed of new intake.

Increasing the ways disabled pupils can access the curriculum

At Gayton we are able to access:

- Expert advice from specialist teachers and the Educational Psychology Service
- The provision of technical aids and the adaption to facilities and learning through the LA support services and the school’s delegated funding
- Specialist training for the needs of the individual pupils
- Training through the LA and independent professional development services

Improving the physical environment of the school

At Gayton we are able to access:

- Advice from the Sensory Team and Physical Support Services to advise on environmental issues
- Advice from an access officer on improving the physical environment
- Advice from members of Derby City LA Asset Management Planning Team

ACCESS TO INFORMATION		
Target	Strategy	Outcome
To review SEN procedures to ensure they align with UK GDPR regulations.	Ensure parents know how to make a Subject Access Request for information. Inform parents of the information held about their child and why we hold it.	Parents are fully aware of how long pupils’ information is kept for and who it is shared with, with their permission and without it.
Parents are fully aware of the in-school provision for their child.	Parents are offered the opportunity to meet with the SENCO during the autumn term.	Parents have contributed to their child’s pupil profile and understand what the school is doing to support their child in meeting these targets.
PHYSICAL ACCESS		
Target	Strategy	Outcome
To review annually all areas of the school to ensure there are no physical barriers to access for pupils with a range of disabilities.	Liaise with transition schools and prospective parents and carers on any children who may be coming with disabilities. Arrange an audit by an external expert in physical access if we are unable to accommodate children without any action.	We will be access friendly for any new intake to the school. We will be trained in what to provide. Parents will be informed that we are accessible for their child.
CURRICULUM ACCESS		
Target	Strategy	Outcome
To ensure all pupils have opportunities to work on individual pupil profile targets within lessons and, if necessary, with TA intervention.	Further training for class teachers and teaching assistants on specific areas of SEND to support them in adapting classroom practice to the varying needs of all pupils.	Targets are regularly set, reviewed and amended.