



**Respect for All. Learners for Life**

# Lister Infant School

Access Policy

September 2020

<b>Access Policy</b> Respect for All. Learners for Life.				<b>Safe and Happy School</b>			
<b>OVERVIEW</b>							
Our school is committed to providing a full curriculum to as many children as possible and aims "to enable all young people to achieve their full potential, academically, emotionally, socially, physically and spiritually. In particular the Governing Body recognises its responsibility under the Equality Act 2010 which prevents discrimination against disabled people in their access to education.							
<b>INCLUSION</b>							
Our school is an inclusive school and in each class there are children with a range of additional needs including ADHD, Dyslexia, Speech and Language, ASD and moderate learning difficulties and staff are committed to promoting access for all children some of whom may have specific access needs.							
<b>AIMS</b>							
The Governing Body recognises its duty under the DDA (as amended by the SEN and Disability Act):							
<ul style="list-style-type: none"> <li>• Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services.</li> <li>• Not to treat disabled students less favourably.</li> <li>• To take reasonable steps to avoid putting disabled students at a substantial disadvantage.</li> <li>• To publish an Accessibility Plan.</li> </ul>							
<b>STRATEGIES</b>							
In order to achieve our aims in our school we:							
<b>Implement a Disability Access Plan</b>							
The plan aims to improve access to all aspects of education within our school and is organised in a way that helps to remove any existing barriers to student learning. It also aims to widen the opportunities for including more students within the school and to look positively at ways in which existing difficulties can be overcome. In this way the Governing Body is showing its commitment both to the school members and to the wider community based on the promotion of self-respect and respect for others.							
The plan has three inter-linked elements: See below.							
<b>Improvements in access to the curriculum by:</b>							
<ul style="list-style-type: none"> <li>• Providing for all students a curriculum which is appropriate to their needs.</li> <li>• Ensuring that the curriculum is delivered in such a way that all students, regardless of any impairment, may benefit fully from it.</li> </ul>							
<b>Physical improvements to increase access to education and associated services by:</b>							
<ul style="list-style-type: none"> <li>• Ensuring that all the school buildings and grounds are fully accessible to students with mobility, sensory and other impairments.</li> <li>• Providing appropriate educational equipment and physical aids to ensure that educational programmes in the school can be fully accessed by all students.</li> </ul>							
<b>Improvements in the provision of information in a range of formats for disabled students by:</b>							
<ul style="list-style-type: none"> <li>• Providing for students and their parents/carers, information about the school and its curriculum in a format that takes account of any disabilities.</li> </ul>							
<b>OUTCOMES</b>							
All of our children achieve their full potential, academically, emotionally, socially, physically and spiritually.							
<b>MONITORING EVALUATION AND REVIEW</b>							
Monitoring of the efficiency and effectiveness of this policy will be through:							
<ul style="list-style-type: none"> <li>• Governor, Staff and SLT meetings</li> <li>• Monitoring of admissions and exclusions and recruitment and selection</li> <li>• Parent Feedback</li> </ul>							
<b>Date adopted</b>	<b>Sept 2013</b>	<b>Review Cycle</b>	<b>Annual</b>	<b>Last Reviewed</b>	<b>September 2020</b>	<b>Version</b>	<b>Sept 2020</b>