The Policy and Procedures for Accessibility

Our school helps us to walk with Jesus to be the best that we can be. Through God's love and guidance, we create an ethos of shared endeavour, friendship and co-operation to help us flourish academically, emotionally and spiritually.

"I can do all things through Christ, who strengthens me."
Philippians 4:13

Policy Author	Mrs Julie Green
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Equality Statement

At Baxenden St John's School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

1. Purpose and direction of the school's plan and scheme: vision and values

Baxenden St John's is and effective Church of England primary school and has at its heart the Christian foundation upon which it was built. The Mission statement sets the benchmark upon which all developments are set:

Mission statement

"Our school helps us to walk together, with Jesus, to be the best that we can be."

At Baxenden St John's CE Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in the life of the school.

Our accessibility plan and disability equality scheme builds upon the school mission statement, our core values and the ethos of the whole school community. We recognise our statutory duty to eliminate unlawful discrimination on the grounds of disability and promote equality of opportunity to all. This policy will be an integral part of our school life.

Everyone attending or working at this school has a right to:

- recognition of their unique identity
- be treated with respect and dignity
- learn and work in a safe environment

The Headteacher, SENCO and governors will ensure that the priorities outlined in the plan are part of the school improvement process and that they are effectively monitored and reviewed as part of the process.

2. What will the Accessibility plan do?

The Accessibility Plan is structured to complement and support the school's Single Equality policy and the SEN policy both of which can be accessed via our website.

Baxenden St John's CE Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness in school.

3. The main priorities

The accessibility plan shows how access is to be improved for disabled pupils, staff and visitors to the school anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The accessibility plan contains relevant and timely actions to:

a) Increase access to the curriculum for pupils with a disability

The school will look at the identification of barriers at different levels: school, subject and class levels. We will take into account access to particular areas of the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are able bodied pupils. This encompasses teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

b) Improve and maintain access to the physical environment of the school

The school will identify barriers in the physical environment starting with the consideration of pupils currently attending the school and their needs throughout their time at the school. We will take account of information about pupils who may want to come to the school in the future and add specialist facilities, physical aids as necessary. In order to increase the success of removing barriers an audit of the school environment will be undertaken systematically when the school is alerted to prospective pupils and staff with different impairments. When this occurs the school will consult with pupils, parents and staff and make improvements to the physical environment of the school within a reasonable timeframe.

c) Improve the delivery of written information to disabled pupils, staff, parents and visitors.

The school will consider a variety of different formats which will enable parents, pupils, and staff with different impairments to access the information.
including:

- speaking directly with parents, pupils and staff
- recording information
- enlarging print
- simplifying language
- using picture/symbol language

The information will be made available in the preferred formats within a reasonable timeframe

4. Whole school training

Training will recognise the need to continue to raise awareness of equality issues for staff and governors to comply with the Equality Act 2010.

5. School Improvement Links

This Accessibility plan will be incorporated into the School Improvement Plan (SIP) as and when appropriate through cross referencing. Priorities in the school's accessibility plan will be coordinated with plans across the school for SEN, curriculum review and development and professional development.

6. Other Policies

The Accessibility plan should be read in conjunction with the following school policies:

- Behaviour Policy
- Single equality Policy
- Health and Safety Policy
- SEND policy

7. Publishing

The Accessibility plan will be published on the school website, with a hard copy available from the school office on request.

8. Governors

The Accessibility plan will be monitored through Governing Body Committees and reported to the Full Governing Body.