

Southbourne Infant School

Disability and Accessibility Commitment

Introduction

At Southbourne Infant School we recognise that children and adults with disabilities are potentially vulnerable group or are “at risk”. Children can be disadvantaged if policies, processes and practices do not take account of, and seek to remove barriers which could deny them the educational opportunities available to others.

- We have a commitment to Inclusion wherever possible, in order to increase the participation of children with Special Educational Needs (SEN) and/or disabilities in the National Curriculum, and in all areas of school life.
- The Disability Discrimination Act 1995 defines a disabled person as one who has “a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.”
- Most children with SEN will not be disabled within the meaning outlined above, however a significant proportion of those who are disabled may have special educational needs.

[Refs. Code of Practice. 2002.- issued by Disabilities Rights Commission.
This complements the SEN Code of Practice issued by DfE in 2014 and West Sussex Accessibility Strategy 2003. SENDA]

When a disabled child joins our school we will assess their individual needs in conjunction with parents, other identified agencies and the Local Authority (LA). It is incumbent on us as a school to use our best endeavours to meet these identified needs.

Our Duty of Care

- It is our duty not to treat any disabled person less favourably.
 - We have a duty to make reasonable adjustments to ensure that children and adults who are disabled are not put at a disadvantage.
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Our Commitment

To improve accessibility for all children and adults with disabilities we will:

- Use our best endeavours to ensure that pupils with disabilities are able to participate in the National Curriculum.
- Where possible improve the physical environment to enhance the access of children and adults with disabilities.
- Improve communication and be adaptable when communicating with families and the wider community.
- Review accessibility around the school on an annual basis with staff and parents.
- Make improvements where possible and reasonable to address any highlighted concerns.