

LAUGHTON COMMUNITY PRIMARY SCHOOL

EQUALITY OBJECTIVES AND ACCESSIBILITY PLAN 2014 - 18

At Laughton School the teaching and learning, achievements, attitudes and wellbeing of every child matter.

The curriculum provides relevant and challenging learning to all children. It follows the three principles set out in the statutory inclusion statement (QCA 1999):

- Setting of suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

We interpret our duties positively; we take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment that enables full curriculum access and values and includes all pupils, staff, parents and visitors.

We recognise that there are similarities and differences between individuals and groups but we strive to ensure that our differences do not become barriers to participation, access and learning. We strive to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We cannot achieve equality for all by treating everyone the same.

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 within the school.

Staff have chosen the following Equality Objectives:

The promotion of spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity

Continual monitoring and consideration of how well the school ensures equality of opportunities for all its pupils

Our success in meeting these objectives is reviewed at least annually by the School's leadership team and governing body.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and is focused on the 3 key areas.

- Improving access to the physical environment of the school and physical aids to access education within a reasonable timeframe
- Improving access to the curriculum for pupils with a disability to ensure that they are as equally prepared for life as are pupils who are not disabled (if a school fails to do this they are in breach of duties under the Equalities Act 2010). This covers 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 equipment which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improving the delivery of written information; examples might include information about school and school events. The information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policy
- Staff Development Policy
- Health and Safety Policy (including off-site safety)
- Special Educational Needs Policy
- SEN School Offer and SEN Information Report
- Behaviour Management Policy
- School Development Plan
- School brochure/Prospectus/Vision Statement

The individual school prospectus will make reference to this Accessibility Plan.

The individual school's complaints procedure covers the Accessibility Plan

The Accessibility Plan will be monitored by the Governing Body.

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