



**'Learning together, achieving excellence'**

**Riverside Academy**  
**Accessibility Policy**

## STATEMENT OF INTENT

We, at Riverside Academy, put the important values of care, tolerance and respect for every child at the centre of our teaching. We, as a staff, recognise that every child is special, each with his or her own educational, physical, emotional, behavioural and social needs. We aim to foster a happy family environment where children feel accepted and are comfortable and relaxed enough to express their feelings and to reach their academic potential.

Our primary aim is to integrate disabled pupils into the academic and social life of the school so that they feel enabled to work to their full potential.

## THE AIMS OF THE SCHOOL

- to increase access for disabled pupils to the curriculum
- to improve access to the school's physical environment
- to improve 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
- to prepare an accessibility plan for increasing the accessibility for disabled pupils.

At Riverside Academy we consider the requirements of current and future disabled pupils. This means that we make **reasonable** enquiries to find out whether children currently on roll, as well as those seeking admission, have a disability.

To ensure our decision making process 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 and others and the interest of others.

## DEFINITION OF DISABILITY

Pupils falling within the definition of having a disability 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,

At Riverside Academy we **do not** automatically consider pupils with a disability to have special educational needs.

Date of Approval: Autumn 2016

Review Date: Autumn 2019

Shared/Academy Policies

Review Frequency 3 Years

## ADMISSIONS

The Governing Body believes that the admission criteria should not discriminate against disabled pupils.

## INCLUSION

This policy builds on our School Inclusion Policy, which recognises the entitlement of **all** pupils to a broad and balanced curriculum, including extra curriculum activities, educational visits and school trips. This policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all disabled pupils. Learning is adapted to the needs of the child, not the child fitted to the system.

## INCREASING THE WAY IN WHICH PUPILS WITH DISABILITIES CAN ACCESS THE CURRICULUM.

At Riverside Academy we are able to access:

- expert advice from specialist teachers and the Educational Psychology Service
- the provision of technological aids and adaptation to facilities and learning through the Access Initiative Funding and through the schools delegated funding
- specialist training for the needs of individual pupils.

## IMPROVING THE PHYSICAL ENVIRONMENT OF THE SCHOOL

At Riverside Academy 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 the Local Authority team

## LEGAL BACKGROUND

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

**Signed:**

**Date:**