

Disability and Accessibility Policy

Author of Policy	S Thompson
Policy Approved by	Local Academy Council
Date	March 2025
Review Date	March 2028



Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We are proud to encourage pupils to

- believe in themselves
- respect others and work together to overcome challenges and gain excellence in everything
- become safe, happy educated individuals

At Pendle Primary Academy, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to share their disability and to participate fully in school life. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible.

At Pendle Primary Academy, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The



definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

We do not interchange the term disabled with the phrase special educational needs although we appreciate that many pupils with SEN will also have disabilities.

Our academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in academy, the complaints procedure sets out the process for raising these concerns.

This policy complies with our funding agreement and articles of association.

Accessibility

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We plan, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. Accessibility is an ongoing process, the SENDCo and curriculum leadership team regularly monitor and evaluate the accessibility of the curriculum based on individual need at any given time and appropriate strategies / resources are carefully considered.

The Accessibility Plan is reviewed annually, but can include actions to cover up to a 3-year period.

The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. 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 **aids and equipment**, which may assist these pupils in accessing the curriculum.

Safeguarding

All adults who come into contact with pupils and young people in their work have a duty of care to safeguard and promote their welfare.

For specific details, refer to the whole-school Safeguarding Policy.

