

## **Accessibility Policy**

### **Statement of intent**

At Tonge Moor 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 disclose their disability and to participate fully in school life. The achievement of disabled pupils and students is monitored and this data is used to raise standards and ensure inclusive teaching. Reasonable adjustments are made to make sure that the school environment is as accessible as possible. At Tonge Moor we believe that diversity is a strength, which is respected and celebrated by all those who learn, teach and visit here.

In line with the Disability Discrimination Act 2005 (DDA) the school is committed to:

- Promoting equality of opportunity;
- eliminating discrimination;
- eliminating harassment related to disability;
- promoting positive attitudes towards disabled people;
- encouraging participation of disabled people in all aspects of school life;
- taking steps to meet the needs of the disabled members of our community.

### **Current provision**

- The school is fully accessible for disabled use (with the exception of upstairs in the apartments). All buildings have ramp access and disabled toilets.
- when planning trips out of school, companies with accessible vehicles are hired if necessary;
- children's learning is designed to accommodate any disabilities. Tonge Moor is an inclusive school and specialist support services are employed to support children's Special Educational Needs;
- all learning materials purchased reflect a range of disabled characters and address a range of experiences specific to those with a disability;
- the PSHE curriculum teaches children about disability from emotional, physical and personal perspectives;
- when collecting and interpreting data disability is recognised as one of the comparative criteria considered, alongside race and gender. Data on children with Special Educational Needs is collected and analysed separately but children who are disabled are not necessarily within this group;
- when appointing staff and governors all applicants are treated equally regardless of ability, race or gender in line with all other school policies.

## **Monitoring and Review**

The implementation of this policy is monitored by the Inclusion Governor on visits into school and through discussion with the Head of School and other governors. The Inclusion Governor reports formally to the full governing body on the success, or otherwise, of the scheme at the autumn term meeting. This and all other relevant policies are reviewed periodically, as issues arise and are formally reviewed every three years.

## **Action Planning**

If provision for disabled members of our community is found to be insufficient then the Inclusion Governor and the Inclusion co-ordinator work together to formulate an action plan and this is put into place as part of the School's Development Plan.

Head of School	Mrs N Whittaker
Inclusion Co-ordinator	Mrs Z Ashton
Inclusion Governor	TBC

## **Related Policies**

Single Equalities – in line with schedule 10 to the equality act 2010