



## **Disability Equality Policy (Including Accessibility Plan)**

**This policy should be read in conjunction with our anti discrimination policy**

### **Rationale**

At Stoke by Nayland CEVC Primary School we are committed to promoting equal opportunity and access for all of our pupils. We strive to adapt our teaching and learning, resources and school buildings and grounds to ensure that adults and children with a disability can be happy, achieve well, and are able to be involved in all aspects of school life. We aim to give access to the full agenda for 'Every Child Matters' (ECM). We are also committed to providing as full access as possible to adults who are stakeholders in our school.

What follows is our policy describing how we provide access to the above.

### **1. The School Environment**

- 1.1 Our school environment has been adapted to include wheelchair access. These adaptations include a disabled toilet, ramps for access to the building, wide entrance doors.
- 2.1 Classes 1, 2 and 3 have an enhanced listening system to aid those with a hearing deficit.
- 3.1 A fire door has an automatic closing system for emergency evacuation, therefore it can be left open to aid travel through the school.
- 3.1 The school will ensure that further building on the school site takes full account of the varied disabilities within our school community.

### **2. Equipment and Resources**

- 2.1 Pupils with a disability often have very specific needs. If necessary the school will contact other professionals, such as Occupational Health or Inclusion Advisors to make sure appropriate equipment is loaned or purchased.
- 2.2 If specific actions are required during the school week such as physiotherapy or counselling, we will endeavour to put plans into action.
- 2.3 The school will order small scale resources such as writing equipment and coloured overlays, large print books etc as needs arise
- 2.4 Teachers will make adaptations to seating arrangements so that pupils with a disability can be given the best chance to work independently in the classroom.

### **3. Teaching and Learning.**

- 3.1 Where possible, teachers will adapt their teaching style to accommodate pupils with a disability. This may include extra support in group work, using personalised learning aids such as pictorial cues or using specific ICT to facilitate learning.

