



Accessibility Policy

Our school aims to be inclusive. We hope that we make all children feel welcome and that they are happy to look forward to their school day. Each child in our school is different and we view these differences as an opportunity for adults and children alike to learn from each other.

If a child has a diagnosed disability, he or she will be treated no less favourably than any other applicant on admission. We make reasonable adjustments to ensure that no pupils either with or without a disability are placed at a disadvantage.

AIMS

We aim to prevent all disabled pupils in our school being placed at a disadvantage. We will take all reasonable steps to ensure that people with a disability are not treated differently without lawful justification. We will know we have succeeded when disabled pupils are participating fully in school life.

Current Good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability when speaking with parents at meetings or as part of annual 'held' information forms.

Physical Environment

Our school is a Victorian building on one floor with two modern extensions. Access into/out of the building is good, due to ramps and handrails at several entrances/exits. Doorways throughout the building meet requirements for wheelchair users.

The school has a car park with one disabled parking space and a handrail for the steps towards the front office door.

On the ground floor there are toilets for disabled adults and pupils. Playgrounds can easily be accessed with no steps.

All classrooms are easily accessed with no steps, as is the dining hall and the additional teaching spaces we have.

We have improved the acoustics within classrooms by carpeting them and having blinds at windows, with double glazing and all rooms having their original high ceilings.

We have improved the visual environment by having clear signage, lux standard lighting and reduced glare surfaces and window blinds. Office equipment includes colour photocopiers.

Curriculum

At Moulton Chapel, we will make reasonable adjustments to ensure disabled pupils are not disadvantaged when accessing the curriculum, or extra-curricular activities. A disadvantage would be considered;

- *Indignity or discomfort*
- *Loss or opportunity or lack of progress compared to other, non-disabled peers*
- *Disproportionate time and effort*

All pupils are included in our extra-curricular activities and trips. Reasonable adjustments are made to ensure full inclusion, for example additional adults can be provided, or wheelchair accessible buses can be ordered. Modifications can also be made to lunch and playtime provision to ensure our disabled pupils are able to stay at school during lunchtime.

In order for continued effective working relationships with parents, we would expect parents to:

- *Inform the school at the earliest opportunity if their child has a disability and the exact nature of it;*
- *Provide the school with the information it will need to plan effectively for the child to be full member of the school community;*
- *Acknowledge that when deciding whether adjustment is reasonable, one of the factors that Mrs Sexton must consider is the effect of the proposed change on all members of the school community;*
- *Recognise that the importance of the school and parents working in partnership*

This policy will be reviewed by the staff and presented to the Governing Body for approval annually.

Next review date: September 2025