



# Gatehouse Primary School

## The school's strategy on Accessibility and Disability

May 2005

### Introduction

The Education (Disability Strategies and Pupil Educational Records) (Scotland) Act 2002 requires responsible bodies to prepare and implement long-term accessibility strategies to improve, over time, access to education for pupils and prospective pupils with disabilities.

The Act states that a person is disabled if he or she has a mental or physical impairment, which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The two main duties of the Act, which ensure that education providers do not discriminate against disabled pupils are:

- Not to treat pupils less favourably, and
- that reasonable steps are taken to avoid putting disabled pupils at a substantial disadvantage

The legislation on Disability Strategies requires that a responsible body's accessibility strategy must cover at least the following aspects of education:

- Increasing the extent to which pupils can participate in the curriculum:
- Improving the physical environment of the schools to make them more accessible
- Improving communication with pupils of school information and in alternative forms

Access to education is the most powerful influence on subsequent employment, economic well being and quality of life for the individual. Greater inclusion of children with a disability into education offers a powerful means of influencing non-disabled people's understanding of, and attitudes to, disability.

### Dumfries & Galloway Education Improvement Plan : 2005 - 2008

The Local Authority **Improvement Plan** is based upon the five **National Priorities**:

- 1: Achievement and Attainment,
- 2: Framework for Learning,

- 3: Inclusion and Equality,
- 4: Values and Citizenship, and
- 5: Learning for Life.

Dumfries & Galloway's **Educational Commitments**, to which our own school accessibility strategy is directly linked, include to:

- Develop all learners' potential,
- Secure continuous improvement in young peoples' learning,
- Fully engage learners, staff and parents in the learning process,
- Provide a safe, fit and caring learning environment,
- Promote and providing accessible and inclusive learning opportunities,
- Develop all learners' potential to the full by assisting them to overcome barriers,
- Equip all learners to take a full and active place in society.

### **Access to the Curriculum**

- At Gatehouse school we are committed to ensuring all pupils have access to the curriculum. Support for Learning is well established as a feature of the school curriculum, and a clear policy, which sets our various procedures, is in place and with which all staff are familiar.
- Special Needs auxiliaries are deployed as appropriate and their Professional Review Programme ensures training needs are met.
- A differentiated curriculum is in place.
- Area Learning Support Teacher timetabled to work with pupils/ consult with teachers.
- The school support for learning teacher works with individual children/groups and liaising with class teachers.
- Individual Education Plans are completed and implemented where appropriate.
- Record of Needs are implemented as appropriate, and subject to regular review.
- Selected resources are used to support the curriculum – both in written form and ICT.
- Specialist agencies are involved where appropriate. These may include, for example, speech and language therapy, occupational therapy, educational psychologist, Child and Adolescent Mental Health Services (CAMHS) and liaison with the GP.
- Partnership with parents.

*In conclusion:*

The **School Development Plan** includes a range of specific targets related to the following four priorities which are designed to -

- Promote an inclusive ethos through continuing professional development programmes,
- Improve access to the curriculum,
- Improve the physical environment of the school to make it more accessible when appropriate,
- Improve ways that we communicate with pupils and parents to ensure equality of opportunity.

We will strive to build on the good practice already apparent in the school and will revisit this Position Statement in the light of future advice.