

Rationale

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all types of discrimination that are unlawful. The approach of the school to meet the provisions of the Equality Act 2010 is set out fully in the Single Equality Policy. The definition of disability under the law is a wide one. A disabled person, as defined under the Equality Act 2010, is someone who has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities. If a person has been disabled in the past they are still covered by the legislation for the rest of their life.

Our commitment to inclusion

At Riverley we plan to continually increase accessibility of provision for all students, staff and visitors to the school. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We welcome and value all children no matter their special need or disability and strive to deliver a fully accessible social and academic curriculum. We have adapted systems and structures to make our school a more 'inclusive' school e.g. curriculum, attitudes, values and the building. Equally important is our intention to make the school accessible to parents, carers and the wider community in order that they have access to meetings with teachers, social events and extended school activities.

Overcoming barriers

We recognise that a child has special education needs if they have significantly greater difficulties in learning than the majority of children of the same age: some children have specific learning difficulties in certain areas of the curriculum; some have physical difficulties which affect their access to the curriculum. We understand that the needs of a child may relate to Communication and Interactions; Cognition and Learning; Social, Emotional and Mental Health; and Physical and Sensory needs.

There are a number of ways in which we continually evaluate and monitor pupils at risk of disability discrimination:

- Phase meetings, observations, book looks, learning walks and pupil progress reviews are held frequently to ensure effective planning and reviewing of teaching and learning and to ensure inclusion of all pupils regarding on and off-site activities.
- There are additional policies to inform provision and support for our children i.e. Special Educational Needs Policy.

Some of our children have complex needs and we provide appropriate resources, such as furniture and multi-sensory learning aids.

Professional Development

All the staff and governors benefit from tailored professional development and training opportunities. Priorities are identified through the School Development Plan, external reviews, annual performance reviews, and individual assessment meetings.

Training may take place in a variety of ways:

- An induction process for new staff
- Attending courses led by external experts
- Griffin Schools Trust professional development programme
- Opportunities for sharing good practice with professionals and specialist teachers

School Building

Riverley is a two story building with a lift to the upper floor. The building has wheelchair access to all entrances, including access to the roof garden. There are wheelchair accessible toilets on both floors. All internal rooms and corridors are accessible.

It is required that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary.