



## **Accessibility policy**

We aim to provide a safe and friendly learning environment where children are encouraged to become curious, courageous and resilient learners.

Pav Fun Ball academy is committed to encouraging equality, diversity and inclusion among young people, and eliminating unlawful discrimination.

The aim is for Pav Fun Ball Academy is to be truly representative of all sections of society and for each child and young person to feel respected and able to give their best.

The organisation - in providing sport services and/or facilities - is also committed against unlawful discrimination of children and young people as well as everyone involved and working for Pav Fun ball Academy

### **The policy's purpose is to:**

- provide equality, fairness and respect for all involving with our business activities
- oppose and avoid all forms of unlawful discrimination.
- Not to treat disabled children less favourably for a reason related to their disability

### **Pav Fun Ball will**

- Set suitable learning challenges
- Respond to children diverse needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.
- Identify and remove barriers for children and make all children feel welcome irrespective of race, colour, creed or impairment.
- Ensure that coaches have FA training & Qualification (such as: Equality & Diversity and Disability Football Introduction) to support children diverse needs
- Provide sessions that involve activities suitable to individuals, pairs, groups
- Seek to remove all barriers to learning and participation

### **Definitions of Disability**

A person has a disability if he or she has a physical or mental impairment that is:

- substantial
- long term and
- has an adverse effect on his or her ability to carry out normal everyday activities

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day to day activities is adverse, substantial and long term.

The definition can include a wide range of impairments such as:

- dyslexia



- autism
- speech and language impairments
- ADHD An impairment does not in itself mean a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing and eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Details of disability can be collected in the following ways:

- Children – from registers
- Parents/carers –from data entry sheets.
- Staff – disclosure

Disability information can be grouped according to type:

Type of disability	Including	Comments
Physical impairment	Mobility difficulties, limb malformation, missing limb	
Sensory impairment	Sight and hearing impairment	Sight problems corrected with glasses or lenses do not qualify
Learning Difficulty, including Specific Learning Difficulty	Dyslexia, dyscalculia and dyspraxia	
Medical condition	Diabetes, arthritis, cancer, depression and many other conditions which require long term treatment	
Social, emotional and behavioural difficulties	Behaviour and emotional differences which impact on daily life such as ADHD, ASD and Obsessive-Compulsive Disorder	
Speech and language	Development delay or physical difficulties leading to additional Speech and Language needs	

Policy to be reviewed and revised every three years. Next review June 2027