

School Accessibility Plan

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”, issued by DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“A person has a disability if he or she 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.”

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils with a disability.

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- The school recognises its duty under the DDA (as amended by the SENDA):
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objective (above).

a) Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teachers, SEN advisers, Educational Psychologists and of appropriate health professionals from the local Trusts.

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Please refer to Premises Action Plan and Building Condition and Suitability Survey.

c) Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

d) Financial planning and control

The Headteacher with Senior Management Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan will be integrated into the School Development Plan.

Action Plan

This Plan will contribute to the review and revision of related school policies, e.g.

- School Development Plan
- Staff training and development plan
- Building and site development plan
- SEN policy
- Equal Opportunities policy
- Curriculum policies
- Governor training plan

School Access Plan

		Objective	What	How	When	Goal Achieved
Short term	1	Ensure compliance with DDA and Code of Practice	Staff and governors informed of requirements and obligations of DDA, and of the Accessibility Plan	Staff meeting Governors meeting	Spring term & Summer term 2013	School complies with requirements of DDA and Code of Practice
	2	Improve availability of written material in alternative forms and translations	School aware of local services for converting written information into alternative formats and languages	SENCo researches and discusses with SMT	Spring term 2013	School able to deliver information to all pupils and parents with disabilities
Medium term	3	Improve working environment for pupils with hearing impairment	Incorporate appropriate equipment when refurbishing	Seek advice from LA building surveyors	Spring term & Summer term 2013	HI pupils able to work independently in all teaching areas
	4	Improve provision for children with ADHD and other emotional and behavioural needs	Develop staff's knowledge and skills in managing children with additional needs	Staff training, led by ADHT, for teachers, TAs and LSAs	Summer term & Autumn term 2013	Staff have increased confidence and skills in working with children with additional needs
Long Term						

