

General Policy Document (Statutory)

**Document Name: Accessibility Plan**

First Written Date: May 2003

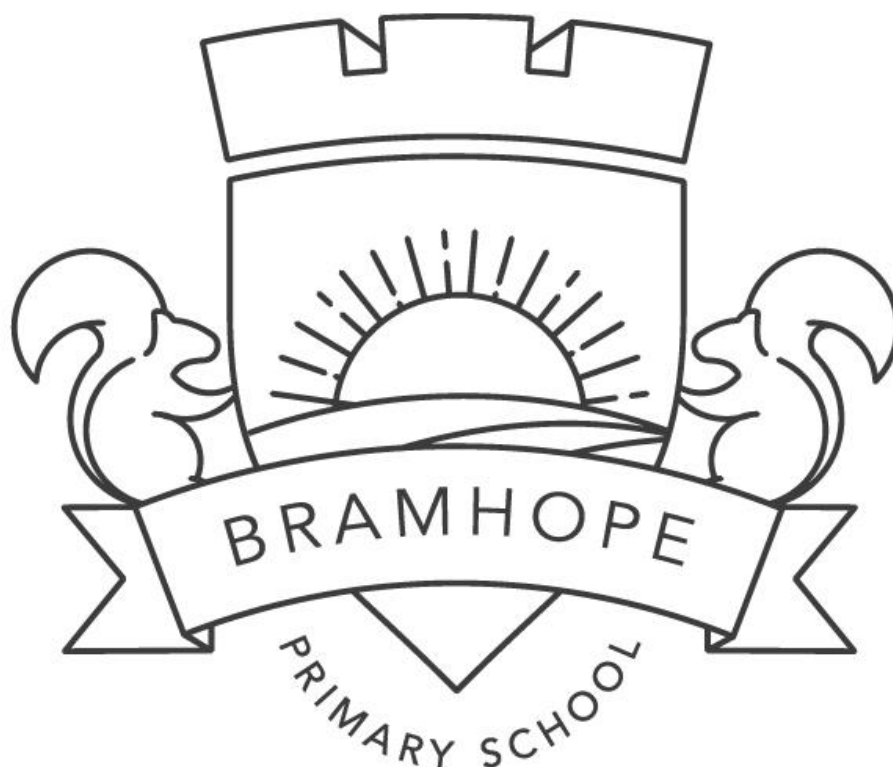
**Review Date: January 2019**

Reviewed By: All Staff

Ratified By Full Governors Date: March 2019

**Next Review Date: January 2021**

Document No: GP004



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## 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 enable 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 Inclusion 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 to meet the needs of individual pupils and their preferred learning styles. The development of a more inclusive curriculum includes:
  - 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 other professionals through devising and implementing appropriate staff training and development.

### 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.

### 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 and 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 the School Accessibility Plan will be integrated into the School Development Plan. Key actions will be included in the Premises Development Plan.

## Appendix 1 – Targets in Yellow

Increasing access for disabled pupils to the school curriculum				
Action to be taken	Outcome	Resources	Timescale	Responsibility
Differentiate curriculum in all subject areas	Individual pupils make progress and demonstrate what they can achieve.	Teacher time	Ongoing	HT
Children taught in class wherever possible	Children able to work collaboratively, individually and in ability groups as appropriate	Teacher time	Ongoing	HT
Use focused assessment target setting	Use P scales and B squared as appropriate	Teacher time	Ongoing	HT
Improve provision for children with Autism	Lead staff are trained in each key stage	Training Budget	July 2019	SENCo
Share good practice through the FOS/ SENCo Forum	Staff aware of and able to adapt examples of good practice	Teacher time	Ongoing	SENCo
Liaise with professionals who can provide advice and support	Staff able to access information regarding the implications of different disabilities and on the management of particular health needs in the classroom.	Teacher time	Ongoing	SENCo
Ensure all day visits (and residential if possible) are accessible to all pupils	Itinerary is adapted so that pupils are able to access visits and take part in a range of activities	Planning Time	Ongoing	All staff/EVC
Review PE curriculum to ensure PE is accessible to all pupils	All pupils have access to PE PE curriculum includes disability sports e.g blind football Range of equipment is purchased eg gymnastics ramp	Planning Time Use of budget	Ongoing	SENCO & PE co-ordinator
Ensure disabled children can take part equally in lunchtime and after school activities	Disabled children feel able to participate equally in out of school activities.	Planning Time Use of budget	Ongoing	Club providers
Display resources are standardised	Standard visual timetable used in school Standard alphabet used in school Standard writers toolkit used in school	Preparation time	September 2019	All staff

Improving access to the physical environment of schools				
Action to be taken	Outcome	Resources	Timescale	Responsibility
Create access plans for individual disabled children as part of the Personal Plans process.	Personal plans are in place for all SEN children.	Preparation time	Ongoing	SENCO / class teacher
Ensure staff, parents and pupils can access hall, classrooms and meeting space	Parents have full access to most areas of school.	Use of budget Preparation time	Ongoing	Head teacher
Annual reminder to parents/ carers to let the school know if they have difficulties accessing areas of school.	Information is added to SIMs	Time	September	Head teacher
SENCO to share 'passport' information with all staff and volunteers to ensure continuity of care for the children	Volunteers are aware of needs of SEN children at all times	Preparation time	October 2019	SENCO
Ensure Reception is accessible Ensure Reception seating is provided Ensure step edges are painted yellow Ensure exterior lighting is working Exterior mats are removed	Reception is accessible	Time	July 2019	Superintendent

from entrance to aid wheelchair users				
Redesign Reception for greater accessibility	Reception renovation plan is agreed	Time and budget	September 2018	Head teacher
Ensure there is a personal emergency evacuation plan for all disabled pupils. Ensure all staff are aware of their responsibilities in evacuation	Disabled people in wheelchairs can be evacuated quickly and easily	Time	Ongoing	Head teacher
Carryout regular premises inspections	Risks are mitigated	Time and use of budget	Ongoing checks	Superintendent / Governors and Head teacher

<b>Improving the delivery of written information to disabled pupils and parents</b>				
Action to be taken	Outcome	Resource	Timescale	Responsibility
Enable access to materials in a variety of formats as necessary.	Information is changed/re-presented as needed	Admin/Teacher time	As required	SENCO
Encourage diversity	Introduce other languages through a world map/international languages display and whole school celebration	Time and use of budget	Spring term 2019	Head teacher and Geography lead
Ensure inclusive access to information in all meetings	Parents are asked about preferred formats for accessing information e.g. braille, other languages	Admin/Teacher time	Ongoing	All staff
Ensure access to professionals who can provide advice and support as appropriate through SENIT, targeted services etc	Children, parents and staff receive appropriate support	SENCo time	Ongoing	SENCo