

St Edward's C of E Primary School

School Accessibility Plan 2016 – 2021

Approved by Governors (date) 8th November 2016

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 SEND 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 and 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.

Activity

a) Education & related activities

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS 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.

c) Provision of information

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

Action Plan - See attached (Appendix 1)

Appendix 1 Access Plan

Objective	What	How	When	Goal Achieved
Ensure compliance with DDA (Disability Discrimination Act) 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 2017	School complies with requirements of DDA and Code of Practice
Improve availability of written material in alternative forms, also to investigate having a sign language interpreter to sign for hearing impaired parents at meetings and assemblies.	School aware of local and County services for converting written information into alternative formats	SENDCo researches and discusses with STS services	When required	School able to deliver information to all pupils and parents with disabilities
Continue to provide high quality provision for children with Specific Learning Difficulties.	Continue to develop staff's knowledge and skills in working with children with Specific Learning Difficulties	CPD, led by STS and in house by SENDCo, for teachers and LSAs	Ongoing as required	Staff have increased confidence and skills in working with children with Specific Learning Difficulties
Awareness of access needs of pupils, staff, governors, parent / carers and visitors with disabilities	Create access plans for individual disabled pupils as part of the statement/EHCP process when required Be aware of staff, governors' and parents' access needs and meet as appropriate Through questions and discussions, find out the access needs of parents / carers Consider access needs during recruitment process	Induction and on-going if required Admissions form for new parents / carers Recruitment process	As required	School complies with requirements of DDA and Code of Practice
Pupils with medical needs are fully supported	Ensure training is updated when required for use of Epi-Pens and epilepsy Ensure Healthcare Plans are completed with parents annually	Staff training	Annual	School complies with requirements of DDA and Code of Practice
All educational visits to be accessible to all	Thorough planning, including advance visits to ensure each new venue is vetted for appropriateness for all.		As required	School complies with requirements of DDA and Code of Practice

