

Accessibility Plan

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:

- 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.

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.

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.



a) Education & related activities

The school will continue to seek and follow the advice of LEA , such as specialist teacher advisers and SEN advisers etc, and of appropriate health professionals from the local NHS Trusts or social enterprises.

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. However, it is recognised that the schools of the federation have access arrangements that may prove challenging for some children and adults with physical difficulties entrance to the school is significantly below the level of the road. Unreasonable alterations (costly and wide ranging adaptations) would need to be made to meet these needs and therefore cannot be justified. If a child is unable to access the school an alternative DDA recommended local school, should be considered.

c) Provision of information

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

Linked Policies This Plan will contribute to the review and revision of related school policies, e.g. SEND policy, Equal Statement and Objectives



CURRICULUM				
Outcomes	Description of development actions	Resources required	Lead responsibility	Timescale
All pupils have access to a rich and exciting curriculum at an appropriate level	Teachers to incorporate differentiation into their planning and class activities to ensure all pupils access all learning objectives.	SLT time to analyse planning and work scrutiny to monitor pupils' learning opportunities	SLT and teachers	Ongoing plus staff training provided at least annually
	Data analysis is used to identify those pupils working outside their expected level so that appropriate learning is planned for them.	Head meets termly with individual teachers in 'Progress meetings' to analyse assessment data and set targets and arrange appropriate provision	SLT including SENCO	Every term
	Provide one-to-one or small group work for those with specific needs	Head of Inclusion to discuss deployment with SENCO at the beginning of every term. Teachers to plan for.	Head teacher/SENCO and all teachers	To review termly

Information				
Outcomes	Description of development actions	Resources required	Lead responsibility	Timescale
All pupils and parents are able to access information from the school in an appropriate and accessible format	Feedback on work is to be given in verbal or written feedback according to the age and ability of the pupil (see marking policy)	Class teachers/LSAs	All class teachers	Ongoing
	Tests are to be modified if necessary	Teacher time, resources as needed	All class teachers	Ongoing
	Communication to parents with English as an additional language may need to be translated	Translator and class teacher if appropriate	SLT	Ongoing
	Resources, including human resources, are to be deployed effectively to gain maximum benefit for the pupils eg-SEND children/EAL children	Deploy teachers and LSAs appropriately Staff to use resources available in school effectively.	SLT including SENCO	Ongoing
	Appropriate marking and conferencing with each child in maths and English and reviewed with the child regularly. IEPs	Class teachers	SENCO	IEP targets to be reviewed with parents and pupils termly. (See SEN policy)
	Provide access to outside agencies and seek advice from outside agencies where needed		SENCO	SLT to monitor during work scrutiny and observations



Buildings				
Outcomes	Description of development actions	Resources required	Lead responsibility	Timescale
All signage is at appropriate height and accessible	Site walk around and monitoring daily, all issues immediately reported to Head of School and Business Manager			
The school site is fully accessible to all pupils, parents, Governors, and other members of the community	Site walk around and monitoring daily, all issues immediately reported to Head of School and Business Manager	As necessary	Care taker/Head of school/ business manager	Daily, weekly, monthly as appropriate
The school site complies with Health and Safety regulations at all times	Site walk around and monitoring daily, all issues immediately reported to Head of School and Business Manager			