



Accessibility Plan

This plan outlines the proposals of the governing body of Schoolaspect Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

Head Teacher

Tilly Wallis

Ratified by:

Harry Wallis

Jessica Woolley

Alison Wallis

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School 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) and the Equality Act (2010). It draws on the guidance set out in “Accessible School: Planning to Increase Access to schools for disabled pupils” DfE.

Definition of Disability:

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

“A person has 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”. This includes sensory impairment and learning difficulties resulting from or consisting of mental illness.

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. We also aim to eliminate barriers for staff, governors, visiting professionals, parents, and the community.

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 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 Disability Rights Commission 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 Childs’ right to confidentiality.

The school provides 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, which underpin the development of a more inclusive curriculum.

We aim to:

- Set suitable learning challenges.
- Respond to pupil's diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

Education and related Activities:

The school will continue to seek and follow the advice of the LA services, such as specialist teacher advisors and SEN inspectors/advisors, and of appropriate health professionals from the local NHS trusts.

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, more accessible fixtures and fittings.

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.

This plan will contribute to the review and revision of related policies:

- School strategic plan
- SEN policy
- Single Equality scheme
- Curriculum Protocols

Ensure no child is denied an outing / residential due to their parents not contributing financially	All outings planned to go ahead with some support from school budget if needed or if not enough contributions received the outing will be cancelled for all children.	Ongoing	Money in school budget to support outings/ residential	Educational Visits Gov to monitor	All pupils have equal access to outings and residential activities	All outings have been attended by all children with the exception of illness on the day.	
Ensure that all pupils can use the school minibus	If we have a child who cannot access the minibus we will exchange it for a wheelchair accessible bus	ongoing	This will be done via our agreement with HCC	Educational visits Gov to monitor	All pupils able to use the minibus	All children have been able to use the minibus.	
Ensure no pupil is denied access to any part of the building due to their physical or learning needs	If we have a child who cannot access the Solardome we will put in a ramp. All other parts of the building are accessible.	Ongoing	Cost of ramp if needed.	Buildings Gov to monitor	All pupils have access to all facilities.	All children have been able to access the building. New renovation work starting in April will comply with the most relevant legislation.	
Ensure the car park is accessible for all	If any pupil cannot access school due to the car park we will seek advice to remedy the issue	Ongoing	Costs as necessary	Buildings Gov to monitor	Everyone can access the car park.	No issues reported.	

Specific Objectives	Action	When	Cost	Monitoring and Reporting	Impact on Pupils	Evaluation Spring 19	Evaluation Summer 20
Ensure all parents can access information.	We will seek advice from County if we have parents who are unable to access our information on the website or in paper form.	Ongoing	Cost of having information translated and printed	SAO report to Gov if request has come in.	All parents have equal access to information.	No indications that this has been a challenge for anyone or requests for alternatives.	
Ensure all signage is suitable for all parents and children	If we have a child/ parents with a visual impairment requiring Braille we will have signs made in Braille. If we have child/ parents without English we will have signs made in their language.	Ongoing	Cost of translation and printing	SAO report to Gov if needed. We do have a Braille machine in school.	Everyone benefits from signage	Signage to be updated as renovations are completed.	
To develop more mainstream links to improve accessibility to good role models	Make links with more schools, especially via music and community cohesion projects	Ongoing	Transport/time	Class teachers to HT to FGB	Increased opportunities for social and playground integration	We have engaged with a variety of community based projects. We have links with our local primary school and are working toward becoming the first Makaton friendly school in Andover.	

To make links with local groups e.g. church, elderly.	Increased sense of community and understanding of other people. Increased understanding of our children in the community	Ongoing	Time, refreshment s	Class teachers to HT to FGB Governors visits to classes	Increased sense of community and two way understanding		
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