



Accessibility Plan

January 2017

Version	Date	Author	Status	Summary
1.0	January 2017	W. Southgate		To extract the statutory Accessibility Plan from the out dated Equality Scheme Linked Policies SEN Equal Opportunities

Reviewed By: Resources and Personnel Committee

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Expiry Date: January 2020

Southwood Infant School

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 the DfES in July 2002.

Definition of disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) as follows: "A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities."

Key Objective of the Accessibility Plan

For current and prospective individuals with a disability:

- To reduce and eliminate barriers to curriculum access
- To enable full participation in the school community

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy and with the operation of the school's SEN policy;
- The school recognises its duty under the DDA (as amended by the SENDA):

1. Not to discriminate against disabled pupils in their admissions and exclusions or in the provision of education and associated services;
2. Not to treat disabled pupils less favourably;
3. To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
4. 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 both parents' and children's rights to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, which is planned in order to meet the needs of all pupils and which endorses the key principles of inclusivity in the National Curriculum:
 - ✓ Setting suitable learning challenges;
 - ✓ Responding to pupils' diverse learning needs;
 - ✓ Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Action Plan

The following Action Plan outlines the main activities which the school will undertake to achieve the key objectives above:

1. Education and related activities – the school will continue to seek and follow the advice of Local Authority services, such as specialist teacher advisers and SEN inspectors / advisers and of appropriate health professionals from the local NHS trusts.
2. 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, colour schemes and more accessible facilities and fittings.
3. Provision of information – the school will make itself aware of local services, including those provided through the Local Authority / DfE / STA, for providing information in alternative formats when required or requested.

Education and Related Activities				
Objective	What	How	When	Success criteria
Ensure compliance with DDA and Code of Practice	Staff and governors informed of requirements and obligations of DDA and the Accessibility Plan	Staff meetings Governor meetings all have equality agenda item	Half-termly	School complies with requirements of DDA and code of Practice
Advance equality of opportunity between groups	Raise boys' achievement in writing and narrow the gaps between girls' and boys' writing achievement	Use topics / texts to promote writing for boys. See strategic strand on school improvement plan	All on going with half termly monitoring and review	Gaps in attainment between girls and boys writing will narrow
Physical Environment				
Review emergency evacuation procedures for disabled pupils and visitors	Update evacuation plan to include disabled visitors. Develop PEEP for pupils as required. Wheelchair access to school entrance	Individual plan (PEEP) created as required. Liaise with LA planning / architect re drop curb	Main plan updated autumn 2016. Spring 2017	All individuals can evacuate safely. Disabled pupils, staff, visitors have an assigned adult to support the PEEP
Provision of Information				
Improve availability of written information in alternative forms	Information provided for parents in clear print and 'simple' English Admin staff to support and help parents to access information and complete school forms School to use HCC services for converting written information into alternative forms:- - SLS - large format reading books, Braille texts; - EMTAS – dual language texts; School to arrange for alternative formats for end of Key Stage Tests with STA.	Admin officer, Headteacher. and Assessment Manager to Contact appropriate services for assistance	As required	School able to deliver information to all pupils and parents with disabilities in an appropriate format
Ensure information is prominent on the school website.	Home page has information re accessibility	SC to update school website	Spring 2017	Stakeholders are aware of school provision
Further develop IEP and ELSA information to support parents	Child / parent friendly formats and information leaflets	SENCo to develop with support staff	Summer 2017	Parents and children have clear understanding of their support