



Accessibility Plan

3-year period covered by the plan: ___May 2017 – May 2020___

Plan agreed: _____May 23rd 2017_____

Plan Review: _____May 2018_____

Lead member of staff: _____Mr J Goodrum_____

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Local Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

We are a small primary school based in West Norfolk. The school comprises of one main building of one storey construction covering a relatively small site, mostly of one storey construction but having two small sets of stairs to accommodate the building being on a sloping site.

The School's Core Principles:

- Ethos - Everyone has the right to learn, be safe and be treated with respect.
- Behaviour for Learning - Embedding the best behaviours for learning is central to all that we do, ensuring that children are able to make the most of their learning opportunities.
- Curriculum - Children are engaged by a creative, relevant and meaningful curriculum which creates memorable learning experiences within a high quality learning environment.
- Assessment - Appropriate assessment which is accurate and ongoing leads to an understanding of the next steps for children's learning. Effective feedback to the children is fundamental to this.
- Teaching - Staff are deployed effectively and use good subject knowledge to plan and deliver differentiated, inclusive lessons. They provide excellent role models for the children. Clear objectives, success criteria and rationale are shared with the children.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2002
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- ISI inspection

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- **Chair of Governors**
- **Principal**
- **Office Administrator**

1. Planning Templates 1-3 Starting points**1A: The purpose and direction of the school's plan:**

The school has a fully inclusive approach to education. We have added a disabled toilet in the recent past and look to consider the needs of all if building work is planned. We have no plans for development of the school at present.

1B: Information from pupil data and school audit

We currently only have 1 child on roll with physical or sensory disability. He is able to access all areas of the school without aids.

The school audit considers lighting levels to be satisfactory in all areas.

A wheelchair user would be restricted to one classroom to avoid outdoors as part of routine movement.

Corridors are clear from clutter which could impede some.

There are no areas in school where external noise would cause problems for those with hearing difficulties.

1C: Views of those consulted during the development of the plan

All felt that the school has shown, in the recent times and currently, a highly inclusive approach.

2. The main priorities		
2A: Increasing the extent to which disabled pupils can participate in the school curriculum		
Differentiation in Teaching – monitor quality of differentiation and provision.	Termly and reported annually	SENCO
Classrooms are organised to promote participation of all pupils.	Termly and reported annually	SENCO
Staff training in dyslexia friendly classrooms.	Oct 2017	Principal
2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:		
Corridors and hallways - Ensure that at all times and in any planned work that these remain free from obstacles.	Termly check	Health and Safety Committee
Disabled Parking available	Planning Sept 2017	Health and Safety Committee
Markings on steps – both internal and external.	Jan 2018	Health and Safety Committee
Disabled toilet for lower end of school.	Consider implications – Sept 2018	LGB
2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:		
Availability of written material in alternative formats when specifically requested – school to be aware of services available to support this.	July 2017	Office Manager
Review documentation on website to check accessibility for parents with English as an additional language. Consider how this is to be made available.	April 2018	Office Manager

3: Making it happen**3A: Management, coordination and implementation**

The delivery of this plan will be monitored by the health and safety committee and reported upon annually to the LGB

3B: Getting hold of the school's plan

This plan will be available on the school website and upon request from the school office.