



Accessibility Plan

Delegated approval required from: FGB

Approved by Finance, Personnel, Premises and Health and Safety Committee on 4th June 2015

Review frequency: Annually

For Review: Spring 2018

Rationale

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 (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;
 - 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 and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of 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 SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts/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 Pensford Primary School has 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, such as Whitchurch County Primary or Chew Stoke Primary, 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.

Action Plan

See attached (Appendix 1)

Linked Policies This Plan will contribute to the review and revision of related school policies, e.g. SEND local offer and policy, Equal Opportunities statement and School Handbook and Prospectus.

Accessibility Plan 2015-2018

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	<ul style="list-style-type: none"> • Teachers to incorporate differentiation into their planning and class activities to ensure all pupils access all learning objectives. • Data analysis is used to identify those pupils working outside their expected level so that appropriate learning is planned for them. • Provide one-to-one or small group work for those with specific needs 	SLT time to analyse planning and work scrutiny to monitor pupils' learning opportunities	SLT and teachers	Ongoing plus staff training provided at least annually
		Head teacher meets termly with individual teachers in 'Progress meetings' to analyse assessment data and set targets and arrange appropriate provision	SLT including SENCO	Every term
		Head to organise 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	<ul style="list-style-type: none"> • Feedback on work is to be given in verbal or written feedback according to the age and ability of the pupil (see feedback and marking policy) • Tests are to be modified if necessary • Communication to parents with English as an additional language may be in their mother 	Class teachers/LSAs	All class teachers	Ongoing
		Teacher time, resources as needed	All class teachers	Ongoing
		Translator and class teacher if appropriate	SLT	Ongoing

	<p>tongue</p> <ul style="list-style-type: none"> Resources, including human resources, are to be deployed effectively to gain maximum benefit for the pupils eg-SEND children/EAL children Appropriate targets are to be set with each child in numeracy and literacy and reviewed with the child and parents regularly. IEPs Provide access to outside agencies and seek advice from outside agencies where needed 	<p>Deploy teachers and LSAs appropriately Staff to use resources available in school effectively.</p> <p>Class teachers</p>	<p>SLT including SENCO</p> <p>SLT, SENCO and class teachers</p> <p>SENCO</p> <p>SENCO</p>	<p>Ongoing</p> <p>Literacy and numeracy targets reviewed with children termly and with parents every two terms at parent's evenings. IEP targets to be reviewed with parents and pupils termly. (See SEN policy)</p> <p>SLT to monitor during work scrutiny and observations</p>
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Buildings				
Outcomes	Description of development actions	Resources required	Lead responsibility	Timescale
<p>The school playground/outdoor apparatus will be protected from damage by wet/cold weather eg- ice</p> <p>Clear boundary markings will be displayed on the playground floor</p> <p>The school site is fully accessible to all pupils, parents, Governors, and other members of the community</p> <p>The school site complies with Health and Safety regulations at all times</p>	<p>Care taker to apply anti slip materials in on children's play apparatus</p> <p>Care taker to re paint boundaries around the school grounds</p>	<p>Anti-slip materials</p>	<p>Care taker/Head teacher</p>	<p>Annually</p>