



***Through strong Christian faith, partnership with home and community,
and our core values of Wisdom, Faith, Honesty, Trust & Courage, we are
committed to helping every child achieve their full potential.***

Introduction

This plan is drawn up in accordance with the planning duty in the Equality Act 2010 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):

"A person has a disability if he or she has a physical 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 parents, 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 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 parent's knowledge of their child's disability and the 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 individuals and their preferred learning styles; and endorses the key principles in the national Curriculum 2014 framework, which underpins the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming of potential barriers to learning and assessment for individuals and groups of pupils



Activity

a) Education and Related activities

The school will continue to seek and follow the advice of Local Authority (LA) services, such as specialist teacher advisers and SEN advisers, and of appropriate health professionals from the local NHS trusts.

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.

c) 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.

Linked Policies

This plan will contribute to the review and provision of related school policies, e.g.

- School Development Plan

- Staff development plan

- Premises action Plan

- SEN policy

- Equal Opportunities policy

- Curriculum policies

- Equality Plan



Access Plan

		Objective	What	How	When	Goal Achieved
Short term	1	Ensure availability of written material in alternative forms	School aware of local and LA services for converting written information into alternative formats.	SENCO researches and discusses with relevant services	Ongoing	School able to deliver information to all pupils and parents with disabilities
	2	Continually review provision for children with learning difficulties and improve where necessary	Develop staff knowledge and skills in managing children with specific learning/behavioural difficulties	Staff training provided by outside agencies	Ongoing	Staff have increased knowledge and skills in working with children with specific learning/ behaviour difficulties
Medium term	1	Provide large print books if necessary in reading schemes.	Purchase of large print books for reading schemes if necessary	Purchase from Literacy budget	As necessary	Availability of large print books
	2	Provide ramp from fire exit in Library	Ramp provided to enable easy exit.	Planned use of capital allocation, as part of planned refurbishment	As necessary	Good accessible exit provided from Library
Long term	1	Provide assessment to any child / staff member with difficulties accessing any areas in the school.	Following assessment, act to the best ability of the school to meet that need.	Planned use of capital allocation, as part of planned refurbishment	As necessary	Meeting needs of children and staff.