

ACCESSIBILITY PLAN

DEFINITION

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 effect on his or her ability to carry out normal day to day activities.”

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:

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

This plan sets out the proposals of the 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:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- 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 and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

KEY OBJECTIVES

To reduce and eliminate barriers to curriculum access for pupils with disabilities

- to reduce and eliminate barriers to full inclusion in the school community for current and prospective pupils with disabilities
- to ensure equal treatment of all employees, pupils and others involved in the school community who have any form of disability
- to ensure that anyone with a disability is not treated less favourably in any procedures, practices and service delivery

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 pupils with disabilities in their admissions and exclusions, and provision of education and associated services
- not to treat pupils with disabilities less favourably
- to take reasonable steps to avoid putting pupils with disabilities at a substantial disadvantage
- to publish an Accessibility Plan

The school will

- recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities
- respect the parents' and child's right to confidentiality
- provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles
- provide a more inclusive curriculum by
- setting suitable learning challenges
- responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

ACTIVITIES

Education and Related Activities

The school will continue to seek and follow the advice of Children's Services and outside agencies such as specialist teacher advisors, SEN consultants and appropriate health professionals.

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, together with more accessible facilities and fittings.

Provision of Information

The school will make itself aware of local services for providing information in alternative formats when required or requested.

ACTION PLAN

The school will publish an Action Plan outlining short, medium and long term targets to ensure the aims of the Key Objectives of the Accessibility Plan are met. The current Action Plan is attached.

LINKED POLICIES

The Accessibility Plan will contribute to the review and revision of related school policies

- School Development Plan
- Professional Development Plan
- SEN Policy
- Curriculum Policies
- Educational Visits
- Health and Safety Policies

TARGETS ACHIEVED

- PEEPs are in place for all pupils and visitors assessed as requiring personal evacuation plans
- Evacuation Chairs on site are checked annually
- Typed information is available in large print
- Pupils with visual impairments assessed by VI Service

PLAN AVAILABILITY

The school makes its Accessibility Plan available in the following ways

- A copy is posted on the school website
- A copy can be emailed or posted on request
- The plan can be provided in large print size format on request

Howley Grange Primary School – Accessibility Action Plan 2024 – 2027

OBJECTIVE	STRATEGY	TIME FRAME	SUCCESS CRITERIA	MONITORING
IMPROVING ACCESS TO THE CURRICULUM				
Ensure SEN delivery forms an integral part of the curriculum delivery	Establish the needs of staff with regard to curriculum delivery. Follow advice and guidance from SEN external support agencies	Ongoing (subject to funding)	Staff fully conversant with delivering SEN within the curriculum. Staff aware of strategies to meet needs of pupils with SEN	SENCO SLT
Ensure school is able to accommodate needs of SEN admissions	Effective communication between SENCO, School Office, Admissions Officer, outside agencies, parents	Ongoing (subject to funding)	Staff are able to provide the necessary support to pupils with SEN	SENCO SLT
IMPROVING THE PHYSICAL ENVIRONMENT				
Ensure that disabled access to the building and its facilities is maintained	Daily checks of the site are carried to check ingress/egress	Ongoing	Continued evaluation identifies any necessary modifications	Site Manager
IMPROVING THE DELIVERY OF WRITTEN INFORMATION				
Availability of written material in alternative formats	The school will make itself aware of processes available, via the LA, for converting written information into alternative formats	Ongoing (subject to funding)	Delivery of information to the disabled improved	SENCO