



Policy Statements and Procedures

ACCESSIBILITY PLAN (2013-16)

Purpose

'A person has a disability if he or she has a physical or mental impairment that has a suitable long-term adverse effect on his or her ability to carry out day to day activities'. (DDA definition of disability)

The disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). The School recognises the duties that this places on it, namely:

- 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 make reasonable adjustments to the buildings, recognising that grade 2 listed status imposes its own limitations, so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The planning duties of the DDA makes three requirements of the Local Advisory (Governing) Body (LAB):

- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve 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 for pupils who are not disabled in a format appropriate to their needs.

We are required to resource, implement and review the accessibility plan as necessary. This plan will be monitored and evaluated on a regular basis. The plan includes proposals for increasing access to education for disabled pupils.

The policy will ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability. With this in mind, the School has policies and procedures in place to ensure that disabled people are not treated less favourably in the service, education or support they receive than people without a disability.

The plan will be made available on request to all stakeholders.

Accessibility Plan 2013-16 – Update

Area	Comment	Person Responsible	Timescale
Raising Awareness and Training			
Whole school training will recognise the need to continue raising awareness for staff and other stakeholders on equality issues, always making reference to the Equality Act 2010.	Raising awareness of disability issues, particularly how this impacts access to the curriculum and physical environment. Audit the additional educational needs of the current school population; identifying future areas for training; deliver twilight sessions on issues such as ASD, ADHT and other specific learning difficulties.	Lorna Anderton	On-going - September 2013 to July 2015
Curriculum			
Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. If a school fails to do this they are in breach of duties under the Equalities Act 2010.) This covers teaching and learning and wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or school visits. Also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.	Review the out-of-hours school provision ensuring that the range of activities on offer reflect an inclusive environment and comply with legislative requirements. Survey families to determine the level of demand and ascertain preferred activities.	Lorna Anderton	On-going – September 2013 to July 2015
	Review activities within the planned curriculum to ensure that routine arrangements, structures and procedures do not discriminate against those with disabilities or additional needs.	Lorna Anderton	September 2013 to July 2015
	Review school meal arrangements, checking that menus pay due regard to the cultural diversity of the children; providing appropriate choice and suitable nutrition. Consider how advice can be made available to families.	Yvette Tyrku	On-going – September 2013 to July 2015

Physical Environment			
Improve access to the physical environment of the School, adding specialist facilities as necessary. This covers improvements to the physical environment of the School and physical aids to access education within a reasonable timeframe.	Resolve any latent defects relating to the physical environment ensuring that the site and buildings are DDA compliant.	Clive Neathey	On-going – September 2013 to July 2015
Communication			
Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, text books and information about events; the information should be made available in various preferred formats within a reasonable timeframe.	Develop a weekly newsletter for parents, guardians and carers clearly setting out the arrangements for all children. Audit families to determine what needs to be done to make the information more accessible.	Marcia Reid	On-going – September 2013 to July 2015
	Further develop the website so that it is more interactive, ultimately replacing much of the printed communication, if appropriate.	Susan Neave	On-going – September 2013 to July 2015