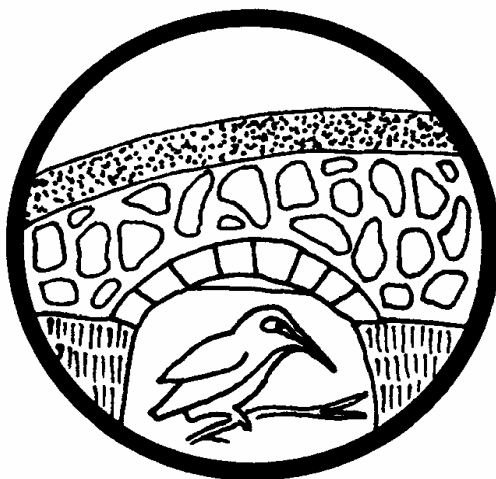


Stockbridge Primary School



Accessibility plan

(linked to Disability Discrimination Act self audit)

Approved by	Development Cttee
Approved on	July 2015
Review date	July 2016

Signed..... Role.....

Ownership: Development Committee

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Appendix A: Accessibility plan for improvement

Appendix B: (paper copy only) Disability Discrimination Audit self evaluation

Introduction

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 the curriculum and encourage 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

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objective (above).

a) Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts etc.

[See checklist provided on page 29 DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils"]

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.

[See checklist on page 30 of DfES Guidance.]

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.

[See checklist on page 30 of DfES Guidance.]

This policy should be read with reference to the Accessibility plan for improvement (Appendix A) which prioritises the School's actions towards achieving an environment which meets the needs of all it's users.

Appendix A

Accessibility Action Plan

	Priority	Objective	Action required	How? Who? Cost ?	Time scale	Outcomes
1	HIGH	Improve the lighting of the front entrance to the school.	<ul style="list-style-type: none"> Provide a sensor for the front entrance light which eliminates the need for a switch which is currently used. 	Subject to School budget		All visitors and staff can see the door and entrance ramp + step clearly in darker nights and mornings.
2	HIGH	Develop a PEEP (Personal Evaluation and Emergency Plan) for those who are classed disabled within school as and when the need arises.	<ul style="list-style-type: none"> Risk assess fire evacuation for 2 children and create a PEEP for each. Ensure these are shared to all staff and volunteers in case of emergency. 	LH (fire safety co-ordinator)		Clear evacuation routes and procedures are known and shared so that all will be able to exit the building in sufficient safe time.
3	LOW	Improve fire alarm system for hearing impaired pupils.	<ul style="list-style-type: none"> Install visual alarm when fire alarm system upgraded. 	<i>Subject to County budget</i>		Hearing impaired pupils alerted independently re. fire alarm.
4	MEDIUM	Improve facilities for those who have hearing impairments	Install a portable induction loop system situated in the school office; <ul style="list-style-type: none"> http://www.vivid-acoustics.com/portable.html for battery operated product. 	<i>As budget allows (DFC)</i>		Hearing impaired users of school are welcomed and able to access facilities with equality.