



# Accessibility plan

(linked to Disability Discrimination Act self audit)

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## **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 its users.

## Appendix A

# Accessibility Action Plan

	Priority	Objective	Action required	How? Who? Cost ?	Time scale	Outcomes
1	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"> <li>Risk assess fire evacuation for 1 parent and 1 member of staff.</li> <li>Ensure these are shared to all staff and volunteers in case of emergency.</li> </ul>	TB with CT & AL	Before October half term	Clear evacuation routes and procedures are known and shared so that all will be able to exit the building in sufficient safe time.
2	HIGH	Improve signage on site for visitors	Erect on site signs so that the path to the school reception is clear.	<i>EJ with Hampshire Sign Office DFC money</i>	In Autumn 2017	Visitors will be easily able to navigate the site to find the main entrance. Reduced safeguarding risk.
3	HIGH	Improve signage for disabled visitors	Erect correct signage to enable disabled visitors to use the correct side entrance for access to the site	<i>Dev Cttee – at budget setting</i>	Summer 2018	Disabled visitors have a clearly demarcated route to ensure their route into school is easily accessible and the school community can support this because it's widely known
4	HIGH	Improve site access for disabled	<p>Install a call button to the office for disabled visitors</p> <p>Have separate call buttons for school reception and for</p> <p>Pre-school. Consider having CCTV at this entrance</p>	<i>Dev Cttee – at budget setting</i>	Spring/ Summer 2018	The site is more accessible and children are safeguarded fully as all entrances are covered by cameras
5	HIGH	Give help to disabled visitors	<p>Install seating on the long route from disabled parking bay to the school reception</p> <p>Ensure the school website gives information regarding disabled access.</p>	<p><i>Site manager</i></p> <p><i>Webmaster</i></p>	New financial year	The accessible path from the car park through to the school reception is broken up into sections to enable more smooth access and provides rest stops.
6	MEDIUM	Improve fire alarm system for hearing impaired pupils.	<ul style="list-style-type: none"> <li>Install visual alarm when fire alarm system upgraded.</li> </ul>	<i>Subject to County budget</i>		Hearing impaired pupils alerted independently re. fire alarm.

7	<b>MEDIUM</b>	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"> <li><a href="http://www.vivid-acoustics.com/portable.html">http://www.vivid-acoustics.com/portable.html</a> for battery operated product.</li> </ul>	<i>As budget allows (DFC)</i>		Hearing impaired users of school are welcomed and able to access facilities with equality.
8	<b>MEDIUM</b>	Improve ease of access at main front door	Require architects to review the front door opening as it is cumbersome and heavy.	<i>Site manager to seek quotes and arrange works</i>	Spring term	Front door is easier to open and presents less risk for children and others using it.
9	<b>LOW</b>	Ensure safe fire escape from the hall (low priority because no one in school requires this to be accessible currently)	Raise the outside floor level to remove the step from the hall door or establish with HCC help if the steps by alternative fire exit can be sloped.	<i>HCC funding</i>	When HCC do fire works to building	There is an accessible exit near to the hall to enable wheelchairs or those with walking difficulties to exit the building quickly and safely.
10	<b>LOW</b>	Improve disabled toilet facilities	The designated accessible toilet in the main building is not equipped for accessible use. Involve HCC architects for correction	<i>HCC funding or DFC when it allows</i>	When funding allows	The school has an accessible toilet.
11	<b>LOW</b>	Improve school documentation for those with sight impairment	Improve signage to include braille where possible. Ensure documents can be provided in large print.	<i>EJ to look out for grants which might fund this</i>	When funding allows	People with limited or no sight can read signage and can find their way safely around the site.