



# Accessibility plan

(linked to Disability Discrimination Act self audit)

Approved by	<b>FGB</b>
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**Signed..... Role.....**  
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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 as well as staff, parents and stakeholders.

## **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 2014 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.

### **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	Improve signage for disabled visitors	Add to existing signage to ensure accessible routes into the school are easily identifiable.	<i>Add disabled sign/icon on all signs that are on accessible</i>	Summer 2022	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
2	HIGH	Give help to disabled visitors	Install seating on the long route from disabled parking bay to the school reception Ensure the school website gives information regarding disabled access. Remark the parking bays in the car park to include the disabled parking bay.	<i>Site manager</i>  <i>Webmaster</i>	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.
3	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.
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"> <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.
5	MEDIUM	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 to bring to Governors</i>	Spring term	Front door is easier to open and presents less risk for children and others using it.
6	LOW	Improve accessible 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.
7	LOW	Improve school documentation for those with sight impairment	Ensure documents can be provided in large print.	<i>Produce as and when required</i>	No funding needed	Information about the school can be accessed by all.