



Kettlethulme St James' CE (VA) Primary School

Accessibility Plan

October 2017

Amendments to policy: September 2017

Policy effective from: October 2017

Review date: Summer 2020

Pupil Welfare & Partnerships Committee

Overview

The Special Educational Needs and Disability Act (SENDA) 2001 removed the previous exemption of education from the Disability Discrimination Act (1995), ensuring that discrimination against disabled students is unlawful. Schools incurred additional responsibilities with the Disability Discrimination Act 2005 superseded by the Equality Act 2010 which requires them to take measures to meet the reasonable needs of potential building users. Unlike the earlier legislation affecting employers who are required to meet the needs of disabled employees as and when a need arises (a reactive duty), educational establishments and service (shops, theatres, etc) have an anticipatory duty.

Aims

The aim of the Accessibility Plan is:-

- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve the physical environment of the school, to increase the extent to which disabled pupils can take advantage of education and associated services.
- To improve the delivery to disabled pupils of written information which is provided to pupils who are not disabled.
- To provide equality of access to the building and use of facilities to all staff, adult users and visitors in compliance with the Equalities Act 2010.

Principles

- 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 Equality Act 2010
- 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:
 - i) setting suitable learning challenges

- ii) responding to pupils' diverse learning needs
- iii) 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 reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

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.

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.

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.

Accessibility Plan

	Targets	Strategies	Outcome	Time	Goals
Short Term	Availability of written material in alternative formats.	The school will make itself aware of the services through the LA for converting written information into alternative formats when the need arises.	If needed the school can provide written information in alternative formats.	As required. Within two weeks	Delivery of information made accessible to all people.
	Providing hand-holds in the children's toilets.	To support the needs of the school, the rails will be installed in the boy's toilet first and then the girls.	Children with a disability are catered for.	End of the summer term 2017.	To support access.
Medium Term	Providing a disabled shower.	The school will consider the need for such provision on an annual basis through the governing body committees.		By end of 2020 or sooner as necessary.	Shower for disabled.
	Raise awareness of pupils/parents to ensure positive attitude to disability.	PSE/RE/Assemblies and staff meetings to ensure positive attitudes encouraged.	All stakeholders in the school have a positive attitude/approach towards disability.	Ongoing	Removing barriers to learning and participation.
Long Term	Appropriate training of staff to cater for needs of specific areas of disability.	In the event of a disabled pupil attending the school the staff will receive the appropriate training relevant to the disability.	Well informed staff.	As required.	Specific needs of disabled pupil/parent being met.
	Provisions of alternative signs if necessary for visually or hearing impaired pupils/parents.	In the event of need arising the school will provide alternative signage as appropriate.	Appropriate alternative signage provided.	As required.	Specific needs of disabled pupil/parent being met.
	Further building work in school must be designed to cater for a variety of possible disabilities.	In the event of new build, the school will be advised by the diocesan consultant of statutory regulations and possible variations.		Ongoing	Possible needs of disabled child considered.

- The plan is also available in the following formats, on request to the school's administrator:

- *enlarged print
- *coloured paper
- *digital / sound file

