

# School Accessibility Plan

## **Introduction**

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 (DDA), 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 DfE in July 2002. Duties that previously existed under the DDA have been replicated in the Equality Act 2010.

Langar School's new building, completed in 2009, incorporates the most up to date facilities for people with disabilities.

## **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 then eliminate barriers to accessing the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

## **Principles**

1. Compliance with the DDA is consistent with the school's aims and single equality policy, and the operation of the school's SEN policy;
2. 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.
1. In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).
2. 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.

3. 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.

We aim to be an inclusive school and actively seek to remove the barriers to learning and participation that can hinder or exclude individuals or group of pupils. Equality of opportunity must be a reality for our children whether they are:

- Girls or boys;
- Minority ethnic or faith groups;
- Children who have English as an additional language;
- Children with special needs;
- Gifted and talented children;
- Children who are vulnerable;

We acknowledge that there may be times when this is impossible, or inappropriate, despite our wishes or best efforts.

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### **Activity**

Langar Church of England Primary School has identified the following points for action as part of its School Improvement Plan, in order to achieve the key objective:

#### **a) Delivery of the curriculum**

School staff receive training in making the curriculum accessible to all pupils, and are aware of its importance.

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 other users 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.

In particular:

- the new school building incorporates all modern facilities to ease access and operation for disabled persons.

#### **c) Provision of information in other formats**

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

## Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Development Plan (incl Building & Site Development Plan)
- SEN policy
- Single Equality Policy
- Curriculum Policies

The plan is also available in the following formats, on request to the head teacher: email; enlarged print version; other formats by arrangement.

## Information from pupil data and school audit

We currently have a whole range of children of all backgrounds, needs and abilities.

On 11<sup>th</sup> June 2013

- asthma
- eczema
- ADHD
- Allergies
- Blood disorder
- Eating disorders
- Hyper-mobility
- Leg brace

We collect information from the Early Years settings, so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

## The main priorities in the school's accessibility plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary *to fully include them in the life of the school*.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.

**Action plan is below:**

Confidential plan – retained in school