



# **Ecchinswell and Sydmonton CE Primary School**

## **Accessibility Policy**

### **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 the DfES in July 2002.

### **Definition of disability**

Disability is defined by the Disability Discrimination Act 1995 (DDA) as follows: "A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities."

### **Key Objective of the Accessibility Plan**

#### ***For current and prospective individuals with a disability:***

- reduce and eliminate barriers to curriculum access
- enable full participation in the school community

### **Principles**

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy and with the operation of the school's SEN policy;
- The school recognises its duty under the DDA (as amended by the SENDA):
  1. Not to discriminate against disabled pupils in their admissions and exclusions or in the provision of education and associated services;
  2. Not to treat disabled pupils less favourably;
  3. To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
  4. To publish an Accessibility Plan;
- In performing their duties, governors and staff will have regard to the Disability Rights Commission (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 both parents' and children's rights to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, which is planned in order to meet the needs of all pupils and which endorses the key principles of inclusivity in the National Curriculum by:
  - Setting suitable learning challenges;
  - Responding to pupils' diverse learning needs;
  - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### **Action Plan**

The following Action Plan outlines the main activities which the school will undertake to achieve the key objectives above:

1. Education and related activities – the school will continue to seek and follow the advice of Local Authority services, such as specialist teacher advisers and SEN inspectors / advisers and of appropriate health professionals from the local NHS trusts.
2. 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, colour schemes and more accessible facilities and fittings.

3. Provision of information – the school will make itself aware of local services, including those provided through the Local Authority / DfE / STA, for providing information in alternative formats when required or requested.

| <b>Education and Related Activities</b>                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                 |                                                     |                                                                                                                     |
|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| <b>Objective</b>                                                        | <b>What</b>                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>How</b>                                                                                      | <b>When</b>                                         | <b>Success criteria</b>                                                                                             |
| Ensure compliance with DDA and Code of Practice                         | Staff and governors informed of requirements and obligations of DDA and the Accessibility Plan                                                                                                                                                                                                                                                                                                                                      | Staff meetings<br>Governor meetings                                                             | Termly                                              | School complies with requirements of DDA and code of Practice                                                       |
| Advance equality of opportunity between groups                          | Raise boys' achievement in writing and narrow the gaps between girls' and boys' writing achievement                                                                                                                                                                                                                                                                                                                                 | Use topics / texts to promote writing for boys.                                                 | All on going with half termly monitoring and review | Gaps in attainment between girls and boys writing will narrow                                                       |
| <b>Physical Environment</b>                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                 |                                                     |                                                                                                                     |
| Review emergency evacuation procedures for disabled pupils and visitors | Update evacuation plan to include disabled visitors.<br>Develop PEEP for pupils as required.                                                                                                                                                                                                                                                                                                                                        | Individual plan (PEEP) created as required.                                                     | When necessary                                      | All individuals can evacuate safely.<br>Disabled pupils, staff, visitors have an assigned adult to support the PEEP |
| <b>Provision of Information</b>                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                 |                                                     |                                                                                                                     |
| Improve availability of written information in alternative forms        | Information provided for parents in clear print and 'simple' English<br>Admin staff to support and help parents to access information and complete school forms<br>School to use HCC services for converting written information into alternative forms:-<br>- SLS - large format reading books, Braille texts;<br>- EMTAS – dual language texts;<br>School to arrange for alternative formats for end of Key Stage Tests with STA. | Admin Assistant and Headteacher to contact appropriate services for assistance where necessary. | As required                                         | School able to deliver information to all pupils and parents with disabilities in an appropriate format             |