

Western Downland C.E. Primary School

School Accessibility Plan

1. Introduction

This plan has been 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" (DfES 07/02).

2. Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) as follows: "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".

3. Key objective of this plan

This plan seeks to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for staff, visitors, pupils, and prospective pupils, with a disability by:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of all educational and other benefits as well as the facilities and other opportunities that the school provides
- Ensuring that any information provided is readily accessible to disabled pupils and non-disabled pupils alike

4. Principles

4.1 Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.

4.2 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

4.3 The school will:

- Recognise and value parent's and carer's knowledge of their child's disability and its effect on his or her ability to carry out normal activities and respects the parent's, carer's and child's right to confidentiality

- Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. This curriculum endorses the key principles in the National Curriculum 2000 framework which underpins the development of a more inclusive curriculum
- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils

5. Activities

5.1 The school will continue to seek and follow the advice of LA services and outside agencies, such as specialist teacher advisers and SEN consultants, and of appropriate health professionals.

5.2 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 as well as more accessible facilities and fittings.

5.3 The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats.

6. Action Plan

The following action plan will be reviewed in the light of any specific staff, visitor or pupil requirements.