

Redmile Church of England Primary School



Accessibility Plan

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.

Redmile Church of England Primary School buildings and premises are well designed to meet the needs of disabled pupils:

- the main building and school hall is on ground level;
- the front of the mobile classrooms have a ramp leading up to the doors;
- use of these classrooms can be rotated to meet pupils' needs;
- all public-access rooms, including toilets, library and dining area are accessible from the front, with no steps;
- a disabled toilet has been created in main building and school hall (includes shower facilities also);
- yellow lines have been painted on raised surfaces around the exterior of the school;

As we are a small school, access for more than one wheel-chair would have to be looked at very closely.

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".

In the DDA, 'substantial' means 'more than minor or trivial'; 'long term' means has lasted or is likely to last more than 12 months.

Key Aim

We aim to reduce and eliminate barriers to access to 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 equal opportunities 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.
3. In performing their duties, governors and staff will have regard to the DRC (Disabled Rights Commission) Code of Practice (2002).
4. 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. We will work together to ensure the full needs of each individual are met in school, as is reasonable and practical as possible.
5. 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:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils

Activity

Redmile Church of England Primary School has identified the following points for action as part of its Long Term School Development Plan for 2007-2010, in order to achieve the key aim:

a) Delivery of the curriculum

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

- Inclusion Development Programme
- Curriculum policies to be updated in respect of inclusion
- Ensure the needs of each child are met through the learning and teaching provision of the school (priorities of assessment for learning, targeting and self-evaluation)
- Staff training for learning and teaching of a pupil with cochlear implants

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, as is reasonable and practical as possible.

In particular:

- All classroom environments clearly labelled and organised
- Work with the LA to ensure all rooms are fitted with acoustic ceiling tiles to accommodate needs of pupil with cochlear implants
- Yellow lines are re-painted on all raised surfaces in light of any new building work

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
- SEN policy
- Equal Opportunities policy
- Curriculum policies
- Disability Equality Scheme and Action Plan

Review

Date of original Plan: September 2007

Date of Review: June 2010

The plan was approved by Governors on 16th June 2010

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