



UN Convention on the Rights of the Child	
Article 23	You have the right to education and care if you have a disability as well as all the rights in this convention, so that you can live a full life

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.

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

For pupils, and prospective pupils, with a disability

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

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- 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
- 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 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:
 - Setting suitable learning challenges
 - Responding to pupils' diverse learning needs
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

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 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.

Action Plan

See attached (Appendix 1)

Linked Policies

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

- School Improvement Plan
- Building and site development plan (Asset Management Plan)
- SEN policy
- Equal Opportunities Policy
- Inclusion Policy
- Curriculum Policies

The Governing Body believes that fairness and consistency of judgement is essential to the operation of the school. All members of the school have equality of opportunity to achieve their full potential and will not be

discriminated against because of age, disability, gender, sexual orientation, nationality, race, or religion. The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential. All our policies are consistent with our duty of care to protect our pupils and to provide a learning environment that is safe and healthy. In all our dealings, we respect the strict code of confidentiality that underpins our school ethos.

Policy date: January 2015

Review date: January 2018

Appendix 1

Date of Plan : Spring Term 2015

Date of Review : Spring Term 2018

Member of staff responsible: Headteacher

Governor(s)/Committee(s) responsible: Resources

This plan was drawn up by: Headteacher

The plan was approved by the governing body in: Spring 2015

The plan is also available in the following formats; the school's website, enlarged print version and hard copy available on request to the Headteacher.

		Objective	What	How	When	Goal Achieved
Short term	1	Ensure compliance with DDA and Code of Practice	Staff and governors informed of requirements and obligations of DDA, and of the Accessibility Plan	Staff meeting Governors meeting	Spring term 2015	School complies with requirements of DDA and Code of Practice
	2	Improve availability of written material in alternative forms	School aware of local and County services for converting written information into alternative formats	SENCo researches and discusses with Special Teacher Advisory Service	Spring term 2015	School able to deliver information to all pupils and parents with disabilities
Long term	3	Improved night lighting in car park	Install new sensors and floodlights to lighten up the car park and main entrance when dark	Add additional sensors and lights	When upgraded	Car park lighting is improved
	4	Ensure safe access to reception and school for wheel chair users	Lower door access control	Install lower door control	When upgraded	Wheel chair users are able to gain access independently
	5	Improved access to food technology work stations	Lower units for wheelchair users	Lower work stations are in place for wheelchair users	When required	PI people can fully utilise the food tech room.