



## Platt C.E Primary School

### Accessibility 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.

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 2014 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.

The school building is old and has many issues regarding accessibility. The building is over a hundred years old and has only part fully accessible. The plan and bid for a new school is part of our drive to create a 100% accessible school.

#### **Drawing up an Action Plan**

**The 3 areas to be considered in this action plan are:**

##### a) Improving Education & related activities

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

[See checklist provided on page 29 DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils"]

##### **b) Improving the 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 colour schemes, and more accessible facilities and fittings.

[See checklist on page 30 of DfES Guidance.]

**c) Improving the Provision of information**

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

[See checklist on page 30 of DfES Guidance.]

SEE TABLE BELOW FOR GOVERNORS ACCESSIBILITY PLAN

## Governors' Action plan

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b><u>Short Term</u></b>	<p>Ensure parents/carers with visual disability have equal opportunity to access information from school.</p> <p>Ensure the curriculum can be accessed by all children</p> <p>Any redecorating work within the school is sympathetic to the visually impaired</p>	<p>Highlight on all school documentation that goes to parents that it is available in larger print on request.</p> <p>Check timetables and resources are not a barrier to any individual or group's access to the curriculum.</p> <p>Advice taken re-lighting and colour schemes before any further decorating takes place.</p>	<p>Format of documentation altered appropriately.</p> <p>All children access all aspects of the curriculum.</p> <p>The school decorates in a way that is sympathetic to the VI.</p>	<p>As required</p> <p>On-going</p> <p>As required</p>	<p>The school reacts to the needs of both adults and children so that the curriculum is accessible</p>
<b><u>Medium Term</u></b>	<p>To ensure the school develops children's awareness of disability.</p>	<p>Ensure there are some learning resources (books etc) that show positive examples of people with disabilities in a positive light.</p> <p>Invite people with disabilities in to school</p> <p>Use opportunities to show people with disabilities in a positive light:Recent example =Paralympics (Hannah Cockroft)</p>	<p>When needed, the school provides written materials in alternative formats.</p>		
<b><u>Long Term</u></b>	<p>The development of the new school proceeds taking issues of DDA into account</p>	<p>Work with LA and the Diocese to bring this project about</p>	<p>Where it can be reasonably achieved, the existing school building continues to be accessible for all.</p>		