



Edenham CE Primary School

School Accessibility Plan

1. Introduction

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

The Department for Education (DfE) has published advice on the Equality Act, which explains that schools must have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

2. 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.”

3. Key Objective

To reduce and eliminate barriers to access to the curriculum

4. 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.

5. Activity

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objective (above).

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 etc. *A checklist is provided on page 29 DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils".*

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 colour schemes, and more accessible facilities and fittings etc. (e.g. recently the school sought advice from visually impaired service to ensure a partially sighted child was accommodated satisfactorily, both inside and outside of the school building). *The school will also ensure that pupils with sensory or physical difficulties are safely able to evacuate school buildings in the case of fire or other emergency. An individual support plan will be drawn up if necessary.*

A checklist is provided on page 30 of DfES Guidance listed above.

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. These will be available from the school's SENCO or from the front office. *The school's Local Offer (as required under the SEN Code of Practice 2014) can be found by typing [Lincolnshire FSD Edenham](#) into your internet search engine. A checklist is provided on page 30 of DfES Guidance listed above.*

6. Action Plan

The school will publish an action plan outlining short, medium, and long term targets to ensure the aims of the Key objective of the Accessibility Plan is met.

See attached (Appendix 1)

7. Linked Policies

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

- School Development Plan (including premises) as appropriate
- Building and Site Development Plan as appropriate
- Teaching and Learning Policy
- SEN policy
- Equal Opportunities policy
- Disability Equality policy
- Curriculum policies.

8. Monitoring and reporting

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

The progress of the Disability Equality Scheme, assessments of its implementation and evaluations of its effectiveness will be reported by the SENCO in the Head Teachers report to governors each Summer. Governors should identify aspects to monitor and delegate task as appropriate following this report.

This plan was reviewed again in March 2016 following changes to the SEN Code of Practice. It will be reviewed fully by September 2018.