



Accessibility Plan 2020 – 2023

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing body has had three key duties towards disabled pupils, under part 4 of the DDA:

1. Not to treat disabled pupils less favourably for a reason related to their disability
2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
3. To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties of the DDA:

A: increasing the extent to which disabled pupils can access the school curriculum

B: Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

C: Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school’s accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

OBJECTIVE: To increase the extent to which disabled pupils can access the school curriculum (curriculum)	TIMEFRAME
To ensure that Special Educational Need (SEN) Support Plans are reviewed on a termly basis for pupils with SEN and disability	Termly
To ensure all pupils with medical needs have a care plan which enables them to access the curriculum as fully as possible and that this care plan is updated at least annually	Annually
To ensure that a Local Authority Educational Psychologist is allocated to the school each year and is available for referrals to support pupils with SEN and disability	Annually
To deliver a range of timely interventions to support pupils with dyslexia, dyscalculia and those with low prior attainment	As necessary
To maintain a robust pastoral support system for pupils with social, emotional and mental health needs to enable them to access the curriculum	As required
To ensure visual timetables are up and used in each class	Annually
To ensure there is the appropriate computer/assistive technology available to pupils with SEN/D	Annually
To increase training available for staff about SEN, disabilities and the appropriate teaching and learning strategies through CPD /EduCare	Termly
To ensure accessibility for all pupils on school trips and residential	In advance of the School trip

OBJECTIVE: To Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. (building)	
To ensure the Reception area is accessible for wheelchair users	Yes and also with the help and support of the staff to ensure the doors are open.
To ensure there is clear signage on entry to the school	Assessed annually
To maintain the two lifts in the building	Termly
To maintain the fitted slope to the downstairs hall	Termly
To maintain the 3 disabled toilets	On going
To ensure that all corridors are wide enough to accommodate a wheel chair (1700mm)	Yes
To allocate 1 disabled parking bay in the car park and ensure its proper use	Yes
To ensure there are suitable refuge areas on each floor of the building for wheelchair users to access in case of fire.	Yes
To ensure classrooms are optimally organized for accessibility and health and safety	On going

OBJECTIVE: To improve the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. (information)	
To ensure the school newsletters are available in a larger font and size if there are parents who are visually impaired.	Weekly if necessary
To review the format and font of the website to ensure that it is easily navigable for users with visual impairments or reading difficulties	On going
To provide where necessary: coloured overlays, left-handed pencils, writing slopes, lap-tops, wobble cushions, fidget toys, weighted lap mats and weighted wrist toys, theraputty	As and when needed
To ensure that readers and scribes are available for National Tests	Yes
To ensure that pupils with learning difficulties have access to extra support from staff to help them access the curriculum	On going