



Abernant Primary School **School Accessibility Policy**

Introduction

This plan is drawn up in accordance with the planning duty in the Equality Act 2010. It draws on the guidance set out in "Planning to Increase Access to schools for Disabled Pupils" (NAFW circular 15/2004).

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

To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in Abernant Primary School community for pupils, and prospective pupils, with a disability. However, Abernant Primary School is a Victorian building with some areas that are difficult to access, e.g. the main entrance. Major remedial work by RCT County Council would be required before the building could fully meet the needs of pupils in wheelchairs or those with severe mobility problems.

Principles

Compliance with The Equality Act 2010 is consistent with Abernant Primary School's aims and equal opportunities policy, and the operation of Abernant Primary School's SEN policy. Abernant Primary School recognises its duty under the Act:

- 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.

Abernant Primary 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.

Abernant Primary 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 2008 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

Abernant Primary 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

Abernant Primary School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises. We are reviewing teaching areas and assessing acoustics, colour schemes and the accessibility of facilities and fittings.

c) Provision of information

Abernant Primary 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.

Linked Policies

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

- School Equality Policy
- School Improvement Plan (SIP)
- SEN policy
- Equal Opportunities policy
- Curriculum policies.

Previous Adaptations made to the school

- A ramp access to the main hall from outside (back of school).
- Installing electronic white boards in teaching rooms – it is recognised that children with Learning Difficulties and problems with their sight or are partially sighted find it easier to learn when an electronic white board is used.
- Staff within the school volunteered to be trained so that children with medical needs could gain access to the education, e.g. epilepsy, nut allergy.
- Painted rails and steps for help/guidance to the partially and severe sighted
- Ramp into back classroom