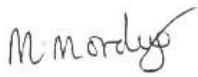


ILCHESTER COMMUNITY PRIMARY SCHOOL



Accessibility Policy

Reviewed Sept 2021		M Mordue	Headteacher	Review
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Accessibility Policy

School Accessibility Plan

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) and the Equality Act (2010). It draws on the guidance set out in "Accessible School: Planning to Increase Access to schools for disabled pupils" DFE.

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 substantial and long-term adverse effect on his or her ability to carry out normal day to day activities" This includes sensory impairment and learning difficulties resulting from or consisting of mental illness.

There are two additional groups of children covered by the Act. These children do not have to prove their condition has a substantial adverse effect:

- Children whose treatment (excluding glasses) offsets the effect of the condition e.g. children on medication for epilepsy which is necessary to control fits.
- Children with cancer, HIV infection, progressive conditions such as muscular dystrophy and multiple sclerosis (which at point of diagnosis are all taken as meeting criteria without requiring proof of adverse effect) together with children with severe disfigurement.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils with a disability. We also aim to eliminate barrier to staff, governors, visiting professionals, parents and the community.

Principles

Compliance with the DDA is consistent with the school's values and single equality policy and the operation of the school's Inclusion and SEND policy.

The school recognises its duty under the DDA (as amended by 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 substantial disadvantage
- To publish an accessibility plan

In performing their duties Governors and Staff will have regard to the Disability Rights 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 a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the principles in the National Curriculum, which underpin the development of a more inclusive curriculum. We aim to:

- Set suitable learning challenges
- Respond to pupil's diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils so that all pupils have the opportunity to reach educational outcomes.

Education and related Activities

The school will continue to seek and follow the advice of the LA Services, such as specialist teacher advisors and SEN inspectors/advisors, and of appropriate health professionals from the local NHS Trust.

Physical Environment

The school will take account 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, more accessible fixtures and fittings.

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.

This plan will contribute to the review and revision of related plans and policies:

- School Development Plan
- SEND Policy
- School Information Report
- Single Equality Policy

Accessibility Plan Sept 2021-Sept 2022

Target	Objective	Action	Timeframe and personal and budget	Monitoring
Increase SEND pupils participation in educational visits.	To ensure all our learners including those with SEN or disabilities are fully included.	Ensure all school trips are planned with the needs of all pupils in mind. Ensure all risk assessments are completed prior to a school trip.	SLT to remind class teachers during a staff meeting at the beginning of the academic year 2021-2022.	Head to report to the FGB via Head Teacher Report.
To better meet the proprioception needs of all learners.	To support learners to self-regulate thus enabling them to participate in academic learning.	To provide appropriate 'monkey bars' at both the Infant and Junior Sites.	Academic year 2021-2022. Site Manager /Headteacher/Inclusion Leader Through the play equipment funding.	Business/Site maintenance Governor on yearly visit.
To meet the needs of visually impaired learners.	To ensure all visually impaired learners can access a variety of texts both at home and at school.	Where necessary for class teachers to access the National Accessible Library and the RNIB access library and download books that can be modified for their learners.	Academic year 2021-2022. Inclusion Leader to raise awareness of these services through the termly Inclusion Leader/Class Teacher meetings. No budget required.	SEND Governor on yearly visit.
To provide a secure Early Years environment.	To provide a safe Early Years learning environment for learners with little or no boundary awareness.	To modify the Early Years Learning environment by providing higher fencing outside and secure gates/doors which can only be opened by staff.	Start of academic year 2021-2022 Site Manager/Headteacher/ Early Years Lead/Inclusion Leader Building budget	Early Years/SEND Governors on yearly site visit.