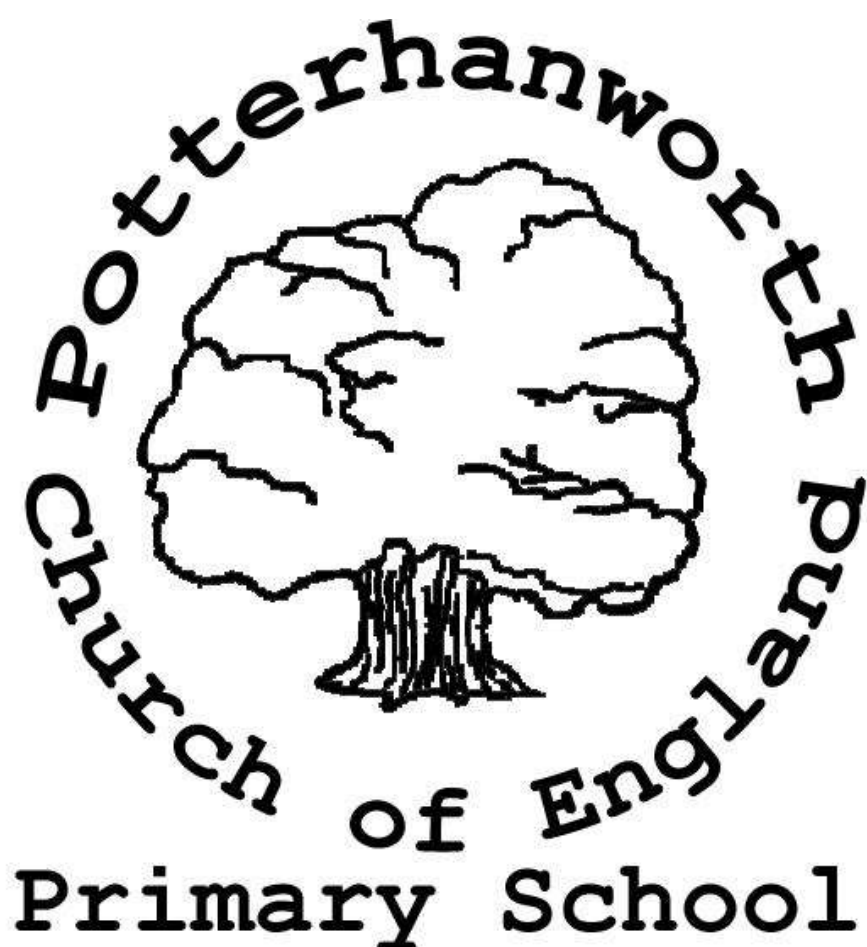


Potterhanworth Church of England Primary School
Accessibility Plan



Our

Christian Values

Our Christian values are respect, fairness, commitment, trust, friendship and responsibility.

Equality and Diversity Statement

At Potterhanworth Church of England Primary School we promote equality of opportunity. We promote positive attitudes and encourage active participation of all stakeholders regardless of race, gender, disability, age, religion, belief and sexuality.

In so doing we strive to eliminate any unlawful discrimination or harassment of any group and where any such harassment is found appropriate action will be taken immediately

ACCESSIBILITY PLAN

Rationale: introduction

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:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage;
- 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, prospective pupils and/or adult users with a disability (if required) in the three areas 2A, 2B and 2C required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school;
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This must be within a reasonable time and in ways which are determined after taking account of the pupil's disabilities and any preferences expressed by them or their parents.

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

Definition of disability under the Equality Act 2010: which states disability as being 'a physical or mental impairment that has a substantial and long term adverse effect on a person's ability to carry out normal day to day functions.

1 Purposes

1.1 The purpose and direction of the school's plan

Potterhanworth Church of England Primary School values all of its pupils and all pupils will be afforded equality of access and opportunity.

The school will not directly or indirectly discriminate against stakeholders, including all members of the school community or applicants for vacant posts, on any grounds - including those of age, gender, race, ethnic origin, religion and belief, sexual orientation, nationality, social class or disability.

The school is not complacent about the level of facilities it provides. We are committed to affording access to the premises and curriculum for all pupils.

Where specific needs are identified, necessary actions will be considered in consultation with external agencies, including medical professionals and education support services to enable all pupils to have full access to the premises and the curriculum.

1.2 Information from pupil data and school audit

We take the following steps to collect information about our pupils and the disabled pupils for whom we are planning:

- meetings with parents;
- liaison with pre-school and relevant nursery settings;
- liaison with professionals;
- information from the local authority;
- school census

Prior to starting, parental meetings take place to discuss needs and any individual plans to put in place.

Teachers are provided with comprehensive information about their new pupils in September or on admission.

We provide opportunities for discussion and collection of information about the nature of our school, its strengths and areas for development in ensuring access for disabled pupils to all areas of the site and the curriculum. These take place in:

- teachers' meetings
- governor committee meetings
- termly health and safety monitoring

1.3 Views of those consulted during the development of the plan

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.

Actions:

- to develop formal consultation with parents and other stakeholders;
- to develop some formal consultation with disabled pupils with parental consent and at an appropriate age.

2 School Accessibility Plan

2.1 DDA development: 'Increasing the extent to which disabled pupils can participate in the school curriculum'

School needs to ensure that any pupil with a physical impairment has access to the school curriculum including Educational Visits (see our SEND Information report).

Actions:

- School to implement a continuous review of the specific needs of pupils with a disability to ensure that they have equality of access to life preparation learning. The use of other professional partners (eg occupational therapist, physiotherapy, paediatrician, etc) would be made available where necessary.
- School staff would receive training in making the curriculum accessible to all pupils the order to effectively meet the diverse abilities and disabilities of all pupils.
- Deciding how the implementation of specific strategies such as flexible or reduced timetabling, nurture groups, counselling provision, access to therapy can enhance attendance and participation.
- Identifying how classroom support arrangements such as deploying teaching assistants including 1:1 support would be provided to aid inclusion where appropriate. This includes providing IT to contribute and enhance learning opportunities.

- Additional teaching assistant support to a pupil(s) as necessary during unstructured times (break and lunchtimes) and PE sessions to ensure their own safety.
- Support provided to develop social skills.
- Activities to allow practice of gross motor skills as recommended by physiotherapist, with staff trained to carry this out.

2.2 DDA development 'Improving the physical environment of the school to increase the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school'

The school site has disabled access, apart from fire exits, to most classrooms. We do not have a portable ramp.

Access to the front security door is manually operated.

We do not have designated disabled parking.

Classrooms in the original Victorian building are not accessible due to width of doors, access to fire exits, and the space restrictions within the classrooms.

Actions:

- School would need to consider where the physical environment would act as a barrier to learning for those with impaired mobility. School would need to provide portable ramp access from the classroom attached to the Memorial Hall and Memorial Hall fire exit if a pupil joins school with a physical impairment which affects access to the curriculum. School would need to consider the surfaces of ramped areas to ensure compliance with current legislation.
- The learning environment would need to be enhanced with adapted chairs and sloped boards for writing, large keyboard etc, dependent on the needs of the pupil(s).
- To consider the availability of small teaching areas for groupwork and 1:1 interventions.
- Integrate any developments onto the School Development Plan (SDP).

2.3 DDA development: 'Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled'

Specific amendments to the presentation of written information will be made on an individual basis. School would provide enlarged versions of text and pictures. All classes have a high definition LED screen for improved visibility.

Actions:

- The school would investigate the possibility of making newsletters etc available in different formats to parents and the wider community should this be required.
- The recommendations of external agencies will be actively considered when considering implications and changes required. (Example: laptop provision for pupils with sight difficulty or specific conditions where sustained writing is challenging.)

3 Implementation

3.1 Management, co-ordination and implementation

The governing body takes responsibility for ensuring that this plan is delivered during a reasonable timescale. Specific items will be included in the SDP where appropriate, and their implementation monitored in the usual way as part of the self-evaluation process.

3.2 Access

Information about this plan will be available on the school website.

In line with all school policies, hard copy will be available for viewing on request.

This policy will be reviewed annually.