

Policy Adopted:	Spring 2014	Category:	Statutory
Review Date:	2018		

# Whitmore Primary School & Nursery



## **ACCESSIBILITY PLAN**

## **Accessibility Plan**

### **School Accessibility Plan**

#### **Whitmore Primary School and Nursery**

### **Introduction**

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. It addresses our duties under current legislation, up to and including the Equality Act 2010.

### **Definition of Disability**

Disability is defined by the Disability Discrimination Act 1995

“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 for pupils, and prospective pupils, with a disability. However, although our Early Years Foundation Stage and Key Stage One buildings are fully accessible, the Key Stage Two hall has a small flight of steep steps at split level offering restricting wheelchair access via external doors only. This will be a consideration for future premises developments.

### **Principles**

Compliance with the DDA is consistent with Whitmore's aims and Equal Opportunities Policy, and the operation of Whitmore's SEN policy. Whitmore recognises its duty under the DDA:-

- 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.

Whitmore recognises and values parent's knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parent's and child's right to confidentiality.

Whitmore 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 to endorse the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupil's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## **Activity**

### **a) Education and Related activities**

Whitmore 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**

Whitmore 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.

### **c) Provision of information**

Whitmore will make itself aware of local services through the local offer documentation, including those provided through the LA, for providing information in alternative formats when required or requested.

## **Linked Policies**

This plan will contribute to the review and revision of related school policies, eg:-

- School Development Plan
- Staff Development Plan
- Building and Site Development Plan
- SEN Policy
- Equal Opportunities Policy
- Curriculum Policies

## **Action Plan**

On request to the Headteacher.

Accessibility Plan for Whitmore Primary School and Nursery March 2014

Objective	Strategy	Outcome	Time scale	Goal Achieved
Improving Access to our Curriculum				
Improve range of skills and experience available within the school so that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties.	Audit staff's current skills, training and experience – decide on whether to augment these through training or employment of a specialist with these skills and experience.	Staff who are secure in their 'diagnosis' of learning difficulties and abilities and able to develop and advise upon teaching strategies to enable the pupils with LN & D & SEN to access more of the curriculum.	Ongoing subject to funding	Pupils are more able to access the curriculum regardless of their Learning Difficulties & Disabilities
Training for teachers on differentiating the curriculum.	ISP CPD programme	Teachers are able to more fully meet the requirements of identified pupils with regards to accessing the curriculum.	Ongoing	Inclusion. Increase in access to the National Curriculum.
Identified groups of pupils for every cohort	Inclusion Audit. SEF Inclusion information	SEF and Audit completed	Spring 2014	Pupil progress can be monitored and tracked.
Availability of written material in alternative formats	School to make itself aware of the services available through the LEA for converting written information into alternative formats	If needed the school is able to provide written information in alternative formats.	Ongoing	Delivery of information to pupils and parents and improved.

Objective	Strategy	Outcome	Time scale	Goal Achieved
Developing access to the physical environment of the school				
Provision of a hygiene room in KS1. Wall mounted bed, hand rails, safety chords, alarm	Include in the plans for refurbished toilets as noted in the school development plan	Toilet for the disabled in KS1	September 2013	Provision of toilet facilities for the disabled within KS1.
All new premises issues to address accessibility	Consult premises manager	Secure, safe yet accessible site.	Ongoing	Physical access to the site is increased.
Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments.	Seek advice from LEA sensory support service on appropriate colour schemes and blinds.	Classrooms are made more accessible to visually impaired pupils	Ongoing	Physical accessibility of school increased.