

School Accessibility Plan

Danecourt School

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 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

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 eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
The school recognises its duty under the DDA (as amended by the 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 a substantial disadvantage
- to publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the 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 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 2000 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

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The school will take account of the needs 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, and more accessible facilities and fittings.

c) Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

Action Plan

See attached (Appendix 1)

Linked Policies

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

- o school development plan
- o staff development plan
- o SEN policy
- o Equal Opportunities policy
- o curriculum policies.

DANECOURT SCHOOL ACCESSIBILITY PLAN 2015-18

Term	Targets	Strategies	Outcomes	Time Frame/Cost	Goal achieved
Short	Front Car Park	All bus and disabled bays to marked out as soon as possible	Improved approach and access for wheelchair users	Autumn Term 2015 £2000	
Short	Approach and Access 1) Improve access to site for Wheelchair users	Automatic opener to outer front door	Wheelchair user to independently access the lobby	Autumn Term 2015 ??	
Short	Signage Take advice from VI specialist to improve signage	Identify improvements to signs	Improve visual components and make more user friendly	Spring term 2016 £500	

Term	Targets	Strategies	Outcomes	Time frame/Cost	Goals Achieved
Medium	External Level changes 1) clearly indicates changes of level on ramps/steps	Consider textured marking on base and head of steps and ramps. Mark nosings of steps	Safer movement around site	School Year 2014/15	
Medium	Fire alarms Consider visual indicators to fire alarms	“ Beacon” indicators to be fitted in corridors	Improved warning systems	2014/15 TBA	
Long	General Provision of fixed hearing loop	Consider fixed hearing loop for hall and reception area and portable loop for class room use	Improved facilities for HI	TBA	
Long	Internal Access door	Consider width of doors and/or provision of automatic opening devices	Wheelchair users can make independent progress throughout school	TBA	
Long	Furniture/Fittings Adaptations 1) Staff room 2) Classrooms	Investigate possibility of Up/down sink in staff room for wheel chair users Additional tables suitable for wheelchair users to provided within classroom	Wheelchair users have full access to staff room facilities Wheel chair users have suitable tables in classrooms	TBA	