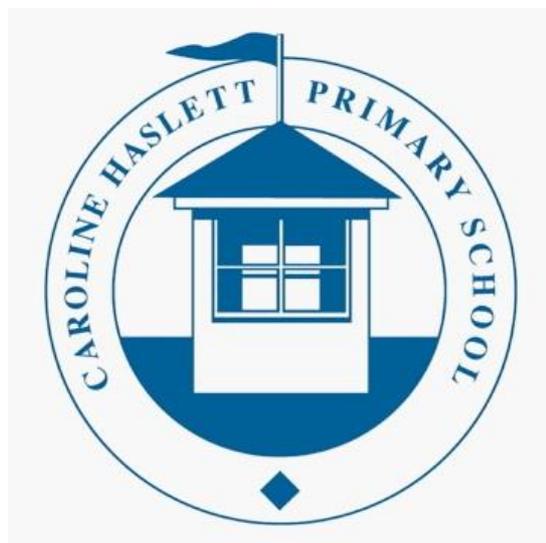


Caroline Haslett Primary School



ACCESSIBILITY PLAN 2015

Date of Issue: JUNE 2015

Date of next review: JUNE 2017(or earlier in the event of legislation changes)

Approved by the Governing Body on: 9th June 2015

Signed: _____ **(Chair of Governors)** **Date:** _____

CAROLINE HASLETT PRIMARY SCHOOL

ACCESSIBILITY PLAN

Reviewed: June 2015

Next Review: June 2017

1. Introduction

- 1.1 This plan has been drawn up in accordance with the planning duty in the Equality Act 2010. It draws on the guidance from the following publications:
- Accessible Schools: Planning to increase access to schools for disabled pupils (DfES 07/02)
 - Getting it right for future generations” (Four S SCC 04/03)

2. Definition

2.1 Disability is defined by the Equality Act 2010: "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."

3. Key Objective

3.1 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.

4. Principles

- 4.1 Compliance with the Equality Act 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 Equality 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 (Appendix A)
- 4.2 The school will:
- Recognise and value 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.
 - Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.
- 4.3 This curriculum endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive 21st century curriculum by:
- Setting suitable learning challenges
 - Responding to pupils' diverse learning needs
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils

5. Activities

5.1 Education & related activities

The school will continue to seek and follow the advice of LA services and outside agencies, such as specialist teacher advisers and SEN consultants, and of appropriate health professionals from the local NHS Trusts. [See checklist provided on page 29 DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils"]

5.2 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. [See checklist on page 30 of DfES Guidance as above]

5.3 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. [See checklist on page 30 of DfES Guidance as above]

6. Linked Policies

6.1 This Accessibility Plan will contribute to the review and revision of related school policies

- School Development Plan (including premises)
- SEND Policy
- Equal Opportunities Policy
- Curriculum Policies
- Equality and Diversity Policy
- Health and Safety Policy

7. Targets Achieved

7.1 The school has made changes to the accessibility of the site and surrounding grounds along with the accessibility of the curriculum the school delivers

- All the school is accessible to wheelchair users
- A disabled toilet is available for pupils/parents/carers/visitors
- The entire curriculum can be delivered to everyone
- Main Reception and Entrance are adequately signed
- The environment is communication friendly
- Two permanent disabled Parking Bays in place

8. Current Plans

8.1 For the latest planned accessibility targets and time frames please see Appendix A – Accessibility of the site, Appendix B – Access to curriculum.

9. Plan Availability

- 9.1 The school makes its accessibility plan available in the following ways:
A copy is held in the school staffroom alongside the H&S documentation
- A copy is posted on the school website
 - A copy can be emailed or posted on request
- 9.2 The plan is also available in a high contrast and large print size format upon request please contact the main office for further details.