



Accessibility Plan

The school recognizes 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.

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 2014 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.

The school is a one form entry primary school. We have a single storey building in a flat setting. It is wheelchair accessible with a disabled toilet and hoisting facilities. We currently have 2 classrooms with wheelchair access straight onto the playground. We have large flat playgrounds with a large flat field which has wheelchair access at one end (weather permitting)

Drawing up an Action Plan

The 3 areas to be considered in this action plan are:

a) Increasing access to the curriculum

The school 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. *[See checklist provided on page 29 DfES Guidance “Accessible Schools: Planning to increase access to schools for disabled pupils”]*

b) Increasing physical access

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.]

c) Increasing access to written 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.]*

Signed on behalf of staff Date:

Signed on behalf of Governing Body Date:21.2.17.....

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short term	Share the plan with the wider community	Share the Accessibility Plan on the School Website	Increased awareness across the wider school community	Updated after each ratification by the Governing Body	
Medium term	To ensure the school develops children's awareness of disability.	<p>Ensure there are some learning resources (books etc) that show positive examples of people with disabilities in a positive light. Invite people with disabilities in to school: E.g. Derby School for the Deaf</p> <p>Use opportunities to show people with disabilities in a positive light: Recent example = Paralympics (Hannah Cockroft)</p>	When needed, the school provides written materials in alternative formats.	<p>As required</p> <p>From March 2017</p> <p>Ongoing</p>	
Long Term	Any future plans for further development of the building take DDA issues in to account.	Work with architects when planning modernisations.	Where it can be reasonably achieved, the school building continues to be accessible for all.	From now onwards	

