

SALTERSGATE JUNIOR SCHOOL

School Accessibility Policy

PERSONS RESPONSIBLE FOR POLICY:	MRS M E OXER: HEADTEACHER Mrs A Webber: CHAIR OF GOVERNORS
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Revision Date	Revision Version	Previous Revision Date	Previous Version	Summary of Changes
Sept 2009	New Edition			
30/11/09	1		New Edition	None
04/04/11	2	30/11/09	1	Minor Changes
Spring 2013	3	04/04/11	2	New build info
Spring 2015	4	Spring 2013	3	None
Spring 2018	5	Spring 2015	4	Governor Change

Introduction

This policy 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 pupils with disabilities", issued by DfES in July 2002.

The School building:

- Year 3,4 and 5 classrooms and the Hall, Sports Hall and ICT Suite are on the ground floor
- Year 6 are upstairs with lift access
- The entrance to the school is designed for disabled access
- A disabled toilet is on the ground floor

After a recent refurbishment, the school complies fully with the latest disability and accessibility requirements.

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, prospective pupils and our adult users with a disability.

Principles

1. Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
2. The school recognises its duty under the DDA (as amended by the SENDA):
 - not to discriminate against pupils with disabilities in their admissions and exclusions, and provision of education and associated services
 - not to treat pupils with disabilities less favourably
 - to take reasonable steps to avoid putting pupils with disabilities at a substantial disadvantage
 - to publish an Accessibility Plan.
1. In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).

2. 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.
3. 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 individual and groups of pupils.

Activity

Saltergate Junior School has identified the following points for action as part of its School Improvement Plan, in order to achieve the key objective:

a) Delivery of the curriculum

School staff receive training in making the curriculum accessible to all pupils, and are aware of its importance.

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

b) Provision of information in other formats

The school is aware of local services, 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, e.g.

- School Improvement Plan
- staff development plan
- SEN /LDD policy
- Equal Opportunities policy
- curriculum policies

NB

Adhering to the school's Inclusion Policy is paramount within all curricular and extra curricular areas. Every effort will be made to ensure that any specific actions appropriate to the individual will be arranged.

