

Britannia Primary School and Nursery



Accessibility Plan

‘Developing responsible citizens, confident individuals, and independent learners’

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<i>Committee</i>	Local Governing Body
<i>Signed by Chair of Committee</i>	J Rogers
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Definition of a Parent

- **All biological parents, whether they are married or not.**
- **any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative**
- **any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.**

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

Document Purpose

This policy reflects the values and philosophy of Britannia Primary School and Nursery in relation to Accessibility. It sets out a framework within which teaching and non-teaching staff can operate. This policy is drawn up in accordance with the Disability Discrimination Act, as amended by the SEN and Disability Act (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by the DfE.

Britannia Primary School and Nursery caters for pupils with SEND and ensures equality of access for all pupils regardless of disability with individual needs assessed and resourced in order to ensure developmental progression in all areas.

Audience

This policy, having been presented to and agreed upon by the whole staff and Governing Body is distributed for the information of:

- All teaching staff
- All teaching assistants
- All support staff

The policy is available for:

- School governors
- External Professionals
- OFSTED
- Parents
- Visiting teachers
- Other interested adults (social and psychological services etc)

An accessibility plan is listed as a statutory document on page 12 of the DfE's list of policies and documents that schools must have in place.

The plan must be:

- Reviewed every three years
- Approved by the Local Governing Body, which is free to delegate this to a committee of the governing body, an individual governor or the Principal.

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.

The school will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

- (a) Increasing the extent to which disabled pupils can participate in the curriculum
- (b) Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- (c) Improving the availability of accessible information to disabled pupils

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)
- The school will not discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- The school will not treat disabled pupils less favourably
- The school will take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

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. School endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum, including:-

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Achieving the Objectives

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objective outlined above.

a) Education & related activities

The school will continue to seek and follow the advice of LA services, and other external professionals, that can support the school to ensure equality of access and developmental achievement commensurate with their potential ability.

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, services and fittings.

c) Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats.