



St Gabriel's CE Primary School

ACCESSIBILITY PLAN

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 so lead to a full participation in the school community for pupils, prospective pupils, staff and visitors with a disability.

Principles

Compliance with the DDA is consistent with St Gabriel's aims and equal opportunities policy and as a school we recognise the duty under the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled students.

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).

St Gabriel's provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. In so doing we promote 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.

Action

The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The main priorities in the school's plan will be in the following areas:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of school activities.
- Improving the delivery of information to disabled parents and visitors.

Area: Curriculum Access

Statement	Action Required/When?
Teachers and TAs to have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice.	SEN Staff Meetings and training as appropriate to update knowledge and skills. <i>On-going CPD</i>
Pupils with emotional, social and behavioural difficulties are supported in school.	Outside agency support sought as necessary. <i>As and when required.</i>

Lessons provide opportunities for all pupils to achieve i.e. are differentiated and include work to be completed by individuals, pairs, small groups and the whole class as appropriate.	Continue to implement personalised learning when appropriate. <i>Continuous.</i>
All pupils are encouraged to take part in music, drama and physical activities.	<i>On-going.</i>
Disabled pupils who cannot participate in particular activities are given alternative experiences, e.g. some forms of exercises in PE/sport	<i>As and when required.</i>
ICT equipment is provided for and will be fitted with additional software/hardware to allow access for disabled pupils.	Links with Specialist Advisory Support Service to provide updated software. <i>As and when required.</i>
All staff have high expectations for all pupils.	<i>On-going.</i>

Area: Physical Access

Statement	Action Required/When?
The layout of areas such as classrooms, hall, library, dining hall and playground allows access for all pupils. Barriers to access are limited.	When planning and undertaking future improvements and refurbishment school will assess acoustics, colour schemes and the accessibility of facilities and fittings. <i>On-going</i>
Disabled toilet facilities for pupils are adequate and appropriate.	<i>As and when required.</i>
Pathways around school are safe and accommodation for disabled parking is made.	<i>On-going</i>
School décor provides appropriate contrast for pupils with visual impairment.	As above. <i>On-going</i>
All areas are well lit.	No action at present.

Area: Access to Information

Statement	Action Required / When?
The school will liaise with LA support services and other external agencies to provide information in alternative forms eg braille.	<i>As appropriate as and when requested.</i>
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, e.g, by reading aloud, using overhead projectors/PowerPoint presentations etc	<i>As and when required.</i>

Revised: September 2016