Accessibility Plan 2018-2021

The SEN and Disability Act (2001) amended part 4 of the Disability Act (1995) by placing new duties on LAs and schools in relation to disabled pupils and prospective pupils. From September 2002, it has been unlawful for schools and LAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services. There are three main duties:

Not to treat disabled pupils less favourably.

To make reasonable adjustments to avoid putting disabled pupils at a substantial advantage.

To prepare accessibility strategies (LAs) and accessibility plans (schools) for increasing over time the accessibility of schools for disabled pupils (the 'planning duty')

We recognise that these duties are 'anticipatory' – i.e. that schools need to consider the requirements of current and future disabled pupils. This means that we are expected to make reasonable enquiries to find out whether children currently on roll, as well as those seeking admission, have a disability.

The duty not to discriminate covers all aspects of school life, including extra-curricular activities, educational visits and school trips. The duty to make reasonable adjustments refers to the full range of policies, procedures and practices of the school.

Definition of disability

Pupils falling within the definition of disability will have a range of needs, including mobility impairment, sensory impairment, learning disabilities, mental health conditions, epilepsy, AIDS, asthma and progressive/degenerative conditions such as multiple sclerosis.

The Disability Discriminatory Act (DDA) states that '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.'

The Education Act (1996) states that 'children have a special education need if they have a learning difficulty which calls for special education provision to be made for them. Children have a learning difficulty if they:

• Have a significantly greater difficulty in learning than the majority of children of the same age.

• Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LA/TPAT.

• Are under compulsory school age and fall within the above definitions or would do so if special educational provision was not made for them.

• Pupils with a disability must not automatically be considered to have a special educational need.

We recognise the need for Pensilva Primary School to consider Government policy and the LA accessibility strategy and to draw up an accessibility plan to cover the three-year period, 2018-2021.

In drawing up this plan we have considered the present situation and future needs under the following headings:

• Physical environment of the school.

• The extent to which disabled pupils can participate in the school curriculum.

• The delivery of information to pupils and parents.

1 Access to classrooms

Present situation

• All classrooms are on ground level and there are no steps.

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• The present location of the library and classrooms make them accessible from within the school.

2 School décor

Present situation

• School interior painted in contrasting colours in some rooms.

• We have blinds in all rooms and all classrooms are carpeted.

• The above help to make the school suitable for VI and HI pupils.

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• Redecoration of interior of school – Classrooms are redecorated on a rolling programme. When they need decorating again we will take advice and consider needs of disabled pupils when choosing colours etc. e.g. contrasting colours.

3 Heights of desks, layout of classrooms, appropriate furniture.

Present situation

• Tables & Chairs are appropriate heights for children's age and size

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• Staff will consider classroom layouts on an annual basis taking into account the needs of the particular group of pupils. The layout will be reconsidered if a pupil joins the school after the start of the school year.

4 Toilet facilities.

Present situation

• Pupil and staff toilets are all accessible on the ground floor.

• One accessible disabled toilet.

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• Maintain condition of facilities, reassess to meet any new pupil requirements.

5 Car parking for the disabled.

Present situation

• The school has one disabled parking space.

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Maintain markings for disabled parking space.

6 Signs around school and school pathways.

Present situation

• Some clear and accessible signs.

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• Continued maintenance of pathways as required.

• Continued review of safety signage.

7 Curriculum.

Present situation

• Accessible displays - displays generally appropriate for height of children.

• Accessible storage.

• Work planned well enough in advance to cater for pupils with difficulties.

• Computers used for communication needs.

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• Annual review of display/storage to take into account needs of each group of pupils.

• Audit of current equipment.

• Explore range of equipment available.

• Consider new equipment in light of pupil and staff needs.

• Staff training on identifying barriers to access.

8 Delivery of information

Present situation

• Information only provided in written form.

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• Be aware and respond to different needs when presenting information (e.g. prospectus/newsletters/contact form) in different ways if necessary.

Approved by Governors on _____