



# St Bartholomew's CE Primary School

## School Accessibility Policy

### 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.

St. Bartholomew's CE Primary School's building is well designed to meet the needs of disabled pupils:

- all classrooms are on the ground floor;
- all public-access rooms, including toilets, library and hall are on the ground floor with no steps;

### 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 the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

### 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):
  - 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.
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002)
- The school recognises and values parent's 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; 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**

St. Bartholomew's CE Primary School has identified the following points for action as part of its School Development 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 work 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.

**b) Physical environment**

The school will take account of the needs of pupils and other users 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.

**c) 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 Development Plan
- SEN Policy
- Disability, Race & Gender Equality Schemes
- Equal Opportunities Policy
- Curriculum policies
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The plan is also available in the following formats, on request to the head teacher; email; enlarged print version; other formats by arrangement.

This policy will be reviewed as part of the school's Policy Review Cycle, but may be reviewed more frequently as changes in law and legislation occur.

**Policy issued:** September 2017

**Review Date:** September 2019

Signed:..... Chair of Governors

..... Head Teacher

Date: .....