St. Michael's CE (Controlled) Junior School

Inspired by Him, we serve the community of St Michael's by creating an inclusive learning culture where all differences are respected, where courage is shown to face and overcome adversity, and resilience is embedded in our journey to success so we can be the very best we can be.

ACCESSIBILITY PLAN

Creation Date		
Issue Date	9th July 2020	
Agreed & Authorised (Name & Designation)	Mrs Steph Tyler Headteacher	Mr Ian White Chair of Governors
Next Review Date	July 2021	
Remarks		

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 to full participation in the school community for pupils, and prospective pupils, 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 SEND policy;

The school recognises its duty under the DDA (as amended by 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 (Disabilities Rights Commission) 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; and endorses the key principles in the National Curriculum 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 individuals and groups of pupils

Education & related activities
The school will continue to seek and follow the advice of Local Authority services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts etc.

Physical environment
The school will take into account 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 and fittings.

Provision of information
The school will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

Current Strengths

- Ramps and level access
- Disabled toilet
- Corridors are kept clear
- Handrails fitted
- Emergency lighting operational
- Termly inspections are carried out to ensure all areas are compliant with policy
- Any concerns are immediately reported by the Site Manager

Linked Policies

This plan will contribute to the review and revision of related school policies regarding

- Staff Performance Management
- Building and site development
- SEND policy
- Equalities policy
- Curriculum policy

Monitoring and Review

It is the role of the Leadership Team and Governors Teaching and Learning Committee to monitor the Accessibility plan.

This plan should be reviewed at least every 3 years.