

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.

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010 which requires the Governing Body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to: and
- prepare and publish Disability Information and Objectives to show how they will meet these duties.

Chalfont St Peter Infant School buildings are well designed to meet the needs of disabled pupils:

- All classrooms are on the ground floor;
- Use of the classrooms can be rotated to meet the pupils' needs;
- All public-access rooms, including front and back entrances, toilets, library and hall are all on the ground floor and accessible on the flat or via a ramp;
- A disabled toilet is installed.

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 allow full participation in the school community for pupils, prospective pupils, parents and any other adult users with a disability.

Principles

1. Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
2. 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.
1. In performing their duties, governors and staff will have regard to the DRC (Disabled Rights Commission) Code of Practice (2002). In particular the Head, the Caretaker and the Chair of the Health and Safety Committee will be aware of this Code of Practice and its implications for the school.
2. 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.

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3. 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

Chalfont St. Peter Infant School has identified the following points for action as part of its School Improvement 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 seek and follow the advice of LEA 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 lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

The School ensures that all pupils, including those with disabilities have access to appropriate extracurricular activities such as school trips.

Future potential improvements could include:

- a new system for the evacuation of the building which could include warning lights as well as sound;
- the height of the entry-phone could be reviewed;
- signs in Braille could be provided at the front entrance.

c) Provision of information in other formats

The school utilises local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

d) Review

Annex D of the DfES/BCC Accessibility Guidelines is completed by the Head teacher and SEND governor every 2 years to ensure that the School continues to meet the key objective of this Accessibility Plan.

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Linked Policies

This Plan contributes to the review and revision of related school policies, e.g.

- School Development Plan
- SEN policy
- SEN Local Offer
- Equalities Information and Objectives
- Equal Opportunities policy
- Curriculum policies

Identifying Barriers to Access: A Checklist

This list helps to identify barrier to access that exist in the School and is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of the School. Staff consider these questions regularly to ensure accessibility for all and the plan is audited by Governor committees.

Section 1: How does the School deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?		
Are your classrooms optimally organised for disabled pupils?		
Do lessons provide opportunities for all pupils to achieve?		
Are lessons responsive to pupil diversity?		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?		
Are all pupils encouraged to take part in music, drama and physical activities?		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?		
Do you provide access to computer technology appropriate for students with disabilities?		
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?		
Are there high expectations of all pupils? Do staff seek to remove all barriers to learning and participation?		

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Section 2: Is the School designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		
Are areas to which pupils should have access well lit?		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?		
Is furniture and equipment selected, adjusted and located appropriately?		

Section 3: How does the School deliver materials in other formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?		
Do you have the facilities such as ICT to produce written information in different formats?		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		