

# Stannington First School



## Accessibility Policy and Plan

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<b>Reviewed</b>	February 2016
<b>Next Review</b>	February 2019
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# Stannington First 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, where possible, eliminate barriers to accessing the curriculum and to full participation in Stannington First School community for pupils, and prospective pupils, with a disability.**

### Principles

Compliance with the DDA is consistent with Stannington's aims and equal opportunities policy, and the operation of Stannington's SEN policy. Stannington 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).

Stannington 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.

Stannington 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 individuals and groups of pupils.

## **Activity**

### **a) Education & related activities**

Stannington 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**

Stannington will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises. In particular we aim to install extra emergency lighting, improve access to the hall and implement plans to add a disabled toilet. We are reviewing teaching areas and assessing acoustics, colour schemes and the accessibility of facilities and fittings.

### **c) Provision of information**

Stannington will make itself aware of local services, including those provided through the LEA, 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
- SEND policy
- Equal Opportunities policy
- Curriculum policies.

## Accessibility Objectives 2016 - 2018

	Tasks	Resources	Success Criteria	Deadline/ person responsible
Ensure new build classroom extension is fully accessible	Drawings and spec to include ramp access to allow easy and quick exit in order to support fire evacuation plan also	Decking – non-slip and ramp	Playground is accessible to all from classrooms	HES/ST/GE Governors TH/LM Sept 2016
Ensure that the alterations to the Nature Trail ensure that it is accessible to all	Collating appropriate ideas and gathering costs Purchase and install	£3000	Play equipment is accessible to all and used	HES/AH/GE Governors CD/LS PTA
Ensuring that the school site is accessible and safe for all users	Renew contrasting markings on all steps	£100	All members of the school community and visitors can access all parts of the school site safely	HES/ AH/GE Governors – RG/BS
Providing training as appropriate to ensure any child with a disability achieves their full potential (approaches and resources)	Bi-annual discussion on the needs of pupils and training arranged appropriately.	£200	Staff are trained as appropriate	HES/GE Governor LM / TH