


South End Infant School	School Accessibility Plan	South End Infant School  ENGAGE EXPLORE ENQUIRE
This policy was formally agreed by the Finance and Premises Committee of the Governing Body : April 2014		Coordinator: A. Jackson
Reviewed : September 2017 Review Date: April 2017 Amended: Nov 2015		Review Date: September 2020

This policy should be read in conjunction with the School's Improvement Plan (SIMP), Premises Improvement Plan (PIMP), Inclusion Policy, Health and Safety Policy and Equal Opportunities Policy.

Introduction

This plan is drawn up in accordance with the planning duty in the Equality Act 2010. It draws on the guidance set out in the DfE document 'Accessible Schools' issued in July 2002.

Definition of Disability

Disability is defined by the 1995 Disability Discrimination Act as:

"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."

Objectives

The school's key objective is to reduce and eliminate wherever possible any barriers to access to the curriculum and to allow full participation by the whole school community including visitors.

Principles

The Governing Body and Staff of this school will:

1. Provide all pupils with a broad and balance curriculum, differentiated and adjusted to meet the needs of individuals and their preferred learning styles.
2. Recognise the parents' knowledge of their child's disability and its effect on his or her ability to carry out normal activities.
3. Respect the parents' and child's right to confidentiality.

Scope

a) Educational Activities

The school will continue to seek and follow the advice of the outside agencies including the Local Authority support services, including Educational Psychologists and appropriate health professionals.

b) Physical Environment

The school will take account of 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, toilet facilities and more accessible facilities and fittings.

c) Information

The school will provide information in alternative formats when required or requested.

Audit

The school will use the checklist "Access Audit Checklist" in order to draw up its Action Plan. (Appendices)

Monitoring and Review

The monitoring and review will be carried out by an identified team consisting of the Head teacher and a Governor.

South End Infant School Accessibility Plan

Audit Date September 2017 by Head Teacher and Chair of Finance and Premises Committee

	Objective/Target	Action	Strategies	Timescale
Short Term	To improve access for anyone who is visually impaired.	Paint toilet doors to distinguish them	As areas of the school are decorated, doors will be painted in a contrasting colour and door furniture will be replaced if not clear.	On-going programme
Medium Term	To ensure the school develops children's awareness of disability.	Ensure there are learning resources (books etc.) that show positive examples of people with disabilities.	When needed, the school provides written materials in alternative formats	On-going programme
Long Term	Any future plans for further development of the building take DDA issues in to account.	Work with LA and architects when planning modernisations.	Where it can be reasonably achieved, the school building continues to be accessible for all.	On-going programme
	The governors will respond if an individual child has a disability but requires a place in the school. They will follow the guidance of the Disability Discrimination Act			