

Accessibility Plan

This plan was formulated by a working party consisting of:

A Simpson (Head)
J Hopkinson (Senco)
The Health and Safety Committee (part of the governing body)

Seaton Primary School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

The definition of disability is

"A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities."

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

We recognise:

our duty under the Disability Discrimination Act ('95) as amended by the SENDA (2001)

"from September 2002, it will be unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services". [*1]

Schools and LEAs must:

not treat disabled pupils less favourably; and take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty)

Local Education Authority and school governors have the duty to publish Accessibility Strategies and Plans.

Scope of the Plan

This plan covers all three main strands of the planning duty:

*Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services. [* 2]*

*Increase the extent to which disabled pupils can participate in schools' curriculums. [*3]*

*Improving the delivery of information to pupils with disabilities. [*4]*

[* = additional Guidance Points at end of Plan.)

Other related school policies

Equality for disabled pupils is included as an explicit aim in all of the school's policies and is supported by the school's other policies including:

Teaching and Learning
Equal Opportunities Policy
Behaviour Policy
Admissions policy/criteria
School Improvement Plan
School Asset Management Plan
Policy for school trips and excursions
SEN Policy
Exclusions

Aims

Seaton School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

Having high expectations of all pupils
Finding ways in which all pupils can take part in the full curriculum including sport, music and drama.
Planning out of school activities including school trips and excursion that take account of pupils with disabilities.
Setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly.
Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities.
Planning the physical environment of the school to cater for the needs of pupils with disabilities.
Raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training.

By providing written information for pupils with disabilities in a form which is user friendly.

By using language which does not offend in all its literature and make staff and pupils aware of the importance of language.

By examining our library and reading books to ensure that there are examples of positive images of disabled people.

Actions to ensure equality for pupils with disabilities

We shall undertake a disability audit by reviewing our aims annually.

As a result of the audit, we shall:

write an action plan which includes targets

make the policy and targets known to all teaching and ancillary staff, pupils and parents

monitor the success of the plan

The Plan will be reviewed annually by the Premises and Grounds Committee which covers health and safety matters.

The Governing Body will report on how targets have been met in their annual report to parents (and what impact they have had on the achievements of pupils with disabilities).

Monitoring

Seaton School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

We will monitor:

Admissions

Attainment

Attendance

Exclusions

Selection and recruitment of staff

Governing body representation

Parents attending consultation meetings

Parent's involvement in the life of the school (representation on PTA, attendance at parents' evenings, in the classroom, school productions, sports day, fetes etc)

Setting/groups

Effects of pastoral strategies

SEN Register

Rewards

Sanctions

Punctuality

Publications for Guidance

Accessible Schools: Planning to increase Access to schools for disabled pupils	Issued to all schools in June 2002 (DfES Publications)
Schools disability Code of Practice	Disability Rights Commission (DRC)
SEN Code of Practice	DfES
DfES Guidance on Inclusive Schooling	DfES
National Curriculum 2000 Inclusion Statement	DfES
DfEE: Access for disabled people to School buildings (BB91)	The Stationery Office

Useful telephone numbers:

Disability Rights Commission	0207 828 7022
DRC Helpline	0845 622 633
DfES Publications	0845 60 22260
Osted Publications	020 7510 0180
QCA	021 8867 3333

Additional Guidance Points

*1. Preparation for entry to the school, the curriculum, teaching and learning, classroom organisation, timetabling, grouping of pupils, homework, access to school facilities, activities to supplement the curriculum, school sports, school policies, breaks and lunchtimes, the serving of school meals, interaction with peers, assessment and exam arrangements, school discipline and sanctions, school clubs and activities, school trips, the school arrangements for working with other agencies, preparation of pupils for the next phase of education.

*2. This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor co-

ordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

In maintained schools the provision of a special piece of equipment or extra assistance will be made through the SEN framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) or the school. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEN but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

*3. This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Schools will be expected to plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual pupils.

*4. this part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupil's disabilities and pupils' and parents' preferred formats.

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