

# CHERRY LANE PRIMARY SCHOOL

## ACCESSIBILITY PLAN

### **Context:**

There is a Government and LEA commitment to the inclusion of all children with special educational needs and disabilities. The purpose of an accessibility plan is to illustrate how this inclusion will take place at Cherry Lane.

### **Related Acts**

The Disability Discrimination Act (1995) applies to schools. It defines a disabled person as:

Someone who has a physical or mental impairment which has substantial or long term adverse affect on his ability to carry out normal everyday activities. It places a duty for schools to:

- a. change policies that make it impossible for a disabled person t ouse the school
- b. Overcome physical barriers and provide reasonable alternatives to enable a disabled person to use the school
- c. Provide auxiliary aids or services

From October 2004 reasonable adjustments to the physical features of premises may be required to overcome the barriers to access. The Special Educational Needs and Disability Rights Act 2001 extends the requirements to adopt an anticipating and strategic approach to:

1. Ensure that disabled pupils are not treated less favourably
2. Plan to improve the physical environment to improve disabled pupils access and to improve disabled pupils access and participation in the curriculum
3. Ensure disabled pupils are not substantially disadvantaged in comparison to those who are not disabled

The duty to alter physical features and provide auxiliary aids is to be addressed via this Accessibility Plan and SEN procedures.

## **AIMS**

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve the physical environment to enable disabled pupils to take advantage of education and associated services.
- To improve the quality of communication.

## **THE PLAN**

The plan must indicate the reasonable steps or adjustments that will be made to remove barriers to learning that hinders or excludes a child with SEN or a disability. What constitutes 'reasonable' would depend on each individual situation and would be determined by the Head teacher with advice from the SENCO, Chair of Governors and SEN governor. Whilst the governors have a commitment to inclusion they must consider:

- a. The needs of the child
- b. Health and safety issues including risk assessment
- c. The context of the school and the needs of all pupils

## **Priorities**

1. All staff will have a positive attitude and approach to inclusion
2. All staff have a responsibility for meeting the needs of individual pupils
3. Every effort will be made to ensure that Cherry Lane is a supportive and inclusive community

## **Addressing the issues:**

Increasing participation on the part of disabled pupils:

- a. Providing an I.E.P. matched to the child's needs.
- b. Providing reasonable resources as identified by the SENCO or outside agencies
- c. Attach a Learning Support Assistant to the class, subject to funding provision
- d. Regularly receiving and reporting of the child's progress in line with the SEN policy

### **Improving the physical environment**

- a. Governors routinely review the physical environment and actively look for opportunities to improve access
- b. Be flexible at the start of an academic year and move class locations to accommodate disabled pupils
- c. Provide as much of the curriculum on the ground floor as is reasonable
- d. Look to improve signage
- e. A lift is provided for mobility impaired pupils in the new building.

### **Improving the quality of information for disabled pupils**

- a. Using enlarged type face
- b. Using oral language, phrases and face to face conversation to avoid confusion and ensure understanding.
- c. Providing a link person to communicate with the family
- d. Seek the help of external agencies as and when required

The key to accessibility and inclusion is the willingness to respond to the needs of the individual. At Cherry Lane all staff are expected to provide a warm and welcoming attitude. Our ethos of support, achieve, celebrate enshrines our belief in mutual support for all members of our community.

Disability Access Plan was written by Mr. S Whitehouse - January 2012 and is due for review in December 2016.