



DEEPDALE COMMUNITY PRIMARY SCHOOL

ACCESSIBILITY PLAN 2022 – 2025

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 DCFS 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 of the Policy

To reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, prospective pupils and our adult users with a disability.

Deepdale Community Primary School buildings meet the needs of disabled pupils in the following ways:

- The classrooms are on the ground floor and the school can adapt the classes to accommodate access for all pupils.
- Use of these classrooms can be rotated to meet pupils' needs.
- The majority of public-access rooms, including front and back entrances, toilets, and the hall are on the ground floor – the staff room has a lift.
- Some Junior building classrooms have steps however ramps can be provided if needed.
- We have disabled toilet facilities in both main buildings.
- The majority of classrooms have direct access outside.
- We have an open door policy for Health professionals who support our children and seek to collaborate with said professionals and parents.
- Access ramps have been installed where needed across school (exterior of the building, playground entrance in Key Stage 1, classrooms with direct playground access in Key Stage 2).

Harmony in Diversity

Deepdale Community Primary school makes all children welcome irrespective of race, creed, colour or learning difficulties or impediments. The school aims to ensure that every child has access to the premises, curriculum and related resources and will make every effort to provide children with the support they require. The school has a caring ethos and children with disabilities (and their parents/carers) will be welcomed and valued within the school community and take part in the full range of activities.

Links to other plans:

This plan is linked to other plans in the school.

- The School Development Plan
- The SEN Policy and planning for support and provision
- Curriculum Development Plans
- Equal Opportunities policy

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.
3. In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).
4. 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.
5. 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 2014 and EYFS frameworks 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

Deepdale Community Primary School has identified the following points in order to achieve the key objective:

a) Delivery of the curriculum

The 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 LA 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 improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information in other formats

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Curriculum:

To meet the needs of our pupils we need to ensure that:

- Ensure continued equality of opportunity and access in all subject policy and access in all subject policy and scheme of work reviews
- We provide more resources for a range of disabilities/impairment appropriate to the subject areas – ICT equipment
- Provide an increased variety of play/games equipment for use at lunch time break
- Raise staff awareness (teaching and non-teaching) by training and discussion
- Raise pupil awareness and empathy through PSHE
- To monitor that all pupils have access to all curriculum areas and after school activities
- To monitor pupil outcomes through the school tracking system – to ensure that there are high expectations of all pupils
- The school will continue to seek and follow advice of LA services and appropriate health specialists.

The plan is also available in the following formats, on request to the Headteacher: email, enlarged print version, school website and other formats by arrangement.

This plan will be reviewed annually and revised if necessary.