

## DALE COMMUNITY PRIMARY SCHOOL

### ACCESSIBILITY PLAN

#### Legal Background

The Disability Discrimination Act - DDA, as amended by the SEN and Disability Act 2001, requires all schools and LEAs to plan to increase, over time, accessibility to schools for disabled pupils. Schools are required to produce plans for their individual school and LEAs are required to prepare accessibility strategies covering the maintained schools in their areas.

Both schools and the Education Service are required to plan for:

- Increasing access for disabled pupils to the curriculum
- Improving access to the school's physical environment
- Improving written information for disabled pupils.

There are three main duties:

- Not to treat disabled pupils less favourably
- To make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage
- To prepare an accessibility strategy (Education Service) and accessibility plans (schools) for increasing the accessibility of schools for disabled pupils.

At Dale, in considering the requirements of current and future disabled pupils, we will need to make reasonable enquiries to find out whether children have a disability through our admission procedures.

We also recognize that the duty not to discriminate covers all aspects of school life, including extra-curricular activities, educational visits and school trips and so we have a duty to make reasonable adjustments to the full range of policies, procedures and practices of the school.

When seeking to make reasonable adjustments to school policies, procedures and practices we will take into account the need to maintain;

- Academic standards
- Available resources
- The practicalities of making a particular adjustment
- The health and safety of the disabled pupils and others and the interests of others.

#### Definition of Disability

Pupils falling within the definition of disabled will have a wide range of needs and requirements including: mobility impairment, sensory impairment, learning disabilities, mental health conditions, epilepsy, AIDS, asthma and progressive/degenerative conditions.

At Dale we will not automatically consider pupils with a disability to have special educational needs; we will use the DDA definition of disability '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'.

### **Special Educational Needs**

The Education Act 1996 states that 'children have a special educational need if they have a learning difficulty which calls for special educational provision to be made for them'. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents, or hinders, them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA
- Are under compulsory school age and fall within the above definitions, or would do so if special educational provision was not made for them.

### **Inclusion - A Statement of Intent**

Inclusion of pupils is not solely a question of access through building arrangements. Derby City LA issued a Statement of Inclusion in September 2001. This documents Derby City's ethos and beliefs within the inclusion agenda (APPENDIX 1).

Dale Community Primary School fully supports this LA policy.

### **Increasing the way in which disabled pupils can access the curriculum**

When making reasonable adjustments in school we will access the following:

- Expert advice from specialist teachers and the Educational Psychology Service
- The provision of technological aids and adaptation to facilities and learning through the Access Initiative Funding and through the school's delegated funding
- Specialist training for the needs of individual pupils
- Training provided through the Course and Conference Programme.

Further guidance is also available from:

- The inclusion statement in national curriculum 2000 suggests ways to plan classroom organisation and how teaching and learning can address the needs of disabled pupils
- The QCA general and subject guidelines, planning, teaching and assessing the curriculum for pupils with learning difficulties, help schools to differentiate the curriculum
- 'Supporting the Target Setting Process', published by the DfE and QCA, provides advice on target setting for pupils with special educational needs.

### **Improving the physical environment of schools**

We will also explore and access the following:

- Advice from the Sensory Team and Physical Support Services to advise on environmental issues
- Advice from an Access Officer on improving the physical environment
- Seek clarification of the use of Capital budgets to achieve a systematic cross-city approach to making schools accessible
- Advice from members of Derby City Education Service's Asset Management Planning Team.

Anthony Adams  
Chair of Governors

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