

SCHOOL ACCESSIBILITY PLAN

School name: . Norton C of E Primary School
3-year period covered by the plan: 2016 - 2019

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- . • not to treat disabled pupils less favourably for a reason related to their disability;
- . • to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- . • to plan to increase access to education for disabled pupils. This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:
 - . • increasing the extent to which disabled pupils can participate in the school curriculum;
 - . • improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
 - . • improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1. Starting points

1A: The purpose and direction of the school's plan: vision and values

STARS underpin every aspect of school life – Strive, Think, Act, Respect and Shine

1B: Information from pupil data and school audit

Due to building limitations, the school provides some, but not full, accessibility for wheelchair users.

The school provides a good range of recourses which make information accessible to the hearing and visually impaired as well as for children and adults with SEN.

1C: Views of those consulted during the development of the plan

Parents and teachers consulted reported no problems accessing the school building and there were no suggestions on how access could be improved.

Parents and teachers reported no problems accessing information by letter or text. They found the text system particularly useful.

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

The school a significant part of which is located in temporary buildings, is constrained by facilities which can be offered to prospective students with disabilities. Notwithstanding, effort with better signage can be undertaken.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

There is limited scope for improvement considering the size of the area allocated for school activities.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Endeavours will be made to provide information in a variety of formats to suit requirements of prospective disabled pupils.

3A Making it happen

AREA	TASK	RESPONSIBILITY
Planning process	Identify good practice and areas for improvement through parent survey, buildings and premises audit, accessibility checklist, benchmarking etc.	HT / B&P gov comm
coordination	Seek advice from LEA and other schools on development of plan	HT / B&P gov comm
Implementation	Set short term, medium and long term targets that are practical and achievable	B&P gov comm. to present for approval by GB

3B: Getting hold of the school's plan

The school makes its accessibility plan available in the following ways:

- copy is in school office and can be read upon request ;
- school website;
- plan is available in different formats;

Accessibility plan checklist

Question	Yes	No	Not possible	N/A
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	X			
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?			X	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	X			
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	X			
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?				X
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		X		
Are areas to which pupils should have access well lit?	X			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?			X	
Is furniture and equipment selected, adjusted and located appropriately?	X			

Section 3: How does your school deliver materials in other formats?

Question	Yes	No	Not poss	N/A
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	X			
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	X			
Do you have the facilities such as ICT to produce written information in different formats?	X			
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	X			