



Park Primary School

Accessibility Policy



PARK PRIMARY SCHOOL

Accessibility Policy

2017 - 2020



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. It draws in the guidance set out in the DCSF document 'Accessible Schools' issued in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act as:

'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 /her ability to carry out normal day to day activities'.

Objectives

The school's key objective is to reduce and eliminate wherever possible any barriers to access to the curriculum and to allow full participation in the school community for all children, and prospective pupils, with a disability.

Principles

The school recognises its duty under the DDA:

1. Not to discriminate against disabled pupils in their admissions and exclusions procedures
2. Not to treat disabled pupils less favourably
3. To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
4. To publish an Accessibility Plan

The Governing Body and the School will:

1. Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individuals and their preferred learning styles
2. Recognise the parents' knowledge of their child's disability and its effect on his or her ability to carry out normal activities
3. Respect the parent's and child's right to confidentiality

Methodology

A) Education Activities

The school will continue to seek and follow the advice of the LA's support services, such as specialist teachers, tutors, educational psychologists and appropriate health professionals. Teachers and teaching assistants will have the necessary training to teach and support pupils who are disabled as the need arises.

B) Physical Environment

The school will take account of the needs of the pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, toilet facilities and more accessible facilities and fittings.

C) Information

The school will provide information in alternative formats when required or requested.

Audit

The school will use the DCSF checklists 'Identifying Barriers to Access' in order to draw up its action plan.

Monitoring and Review

The monitoring and review will be carried out by an identified team consisting of the Head Teacher, a Governor and an LA Officer. The following audit and provision will be undertaken annually and reported to the governors in the Summer Term.

Linked Policies / Documents

School Prospectus
Admissions Policy
SEN Policy
Every Child Matters Agenda