

# **St. Anne Line Catholic Infant School**

## **School Accessibility Plan**

### **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 (SENCAN). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

St Anne Line Catholic Infant School building is well designed to meet the needs of disabled pupils:

- all classrooms are on the ground floor;
- use of these classrooms can be rotated to meet pupils' needs;
- all public-access rooms, including front and back entrances, toilets, library, and hall are on the ground floor, with no steps;
- there are two disabled toilets

### **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**

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

### **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 SENCAN):
  - 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.

1. In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).
2. 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. We hold regular reviews to ensure that provision is appropriate.
3. 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 framework, 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**

We have identified the following points for action as part of its School Improvement Plan, in order to achieve the key objective:

#### **a) Delivery of the curriculum**

School staff receive regular training in making the curriculum accessible to all pupils. From September 2016 plans have been organised to provide tailored provision for children who will benefit from working in smaller groups. The 'Swallows Nest' will create a nurturing environment, which is supported by a high ratio of staff. It will enable children to achieve and progress at their own level.

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.

Action taken:

- as the nursery is located at the back of the school, a bid has been put in through the diocese to improve access for the nursery, this will also increase security for all school children, as currently nursery parents and carers cross the playground during lunchtime to pick-up and drop children for their session in nursery.
- An appointed link governor ensures continued monitoring of access.

### **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.

### **Linked Policies**

This Plan will contribute to the review and revision of related school policies, e.g.

- School Improvement Plan
- staff development plan
- SEN policy
- Equal Opportunities policy
- curriculum policies

### **September 2016**

Date of Review: Autumn Term 2018

The plan is also available in the following formats, on request to the headteacher: email; enlarged print version; other formats by arrangement.