



SCHOOL ACCESSIBILITY PLAN

This plan sets out the proposals of the Governing Body of the school to increase access to education for Disabled pupils. The strategy covers the three areas required by the planning duties in the DDA.

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools 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

This plan is informed by, and refers to the Children's Services & Learning Accessibility Strategy (see attachment).

1. **Starting Points:**

1a. Visions and values:

At Mansbridge Primary School we have high ambitions for all our children our disabled pupils and expect them to achieve in every aspect of school life .

The school

- set suitable learning challenges
- respond to pupils diverse needs
- overcome potential barriers to learning and assessment for individual and groups of pupils.

The school aims to identify and remove barriers to disabled pupils in every area of school life and make all children feel welcome irrespective of race, colour, creed and impairment.

1b. Involvement:

Mansbridge Primary School is committed to collecting a wide range of pupil and family information, views and aspirations for improved accessibility and equality. It will also include priorities of the Local authority. Annual questionnaire to be sent out to all school stakeholders

1c. Information gathering from pupil data and school audit.

Definition:

The definition of disability is defined by the Disability Discrimination act 1995; ' 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.'

The school will use all available information and data to identify disabled individuals and use the data to support the accessibility plan.

This includes:

- Details on entry
- SEN audit
- Data collated on teaching staff/ adults linked to the school
- School disability audit

We will begin the process by consulting with our own school community and stakeholders. This consultation can then be extended as appropriate.

See results of audit for strengths and weaknesses of school.

2. The School Main Priorities.

The school's main priorities are to increase the extent to which disabled pupils can participate in all of the school's activities and to ensure appropriate audits of the curriculum, buildings and out of school activities are completed. The aim is to provide services where there is evidence they make a difference and give value for money.

2a. **Increasing the extent to which disabled pupils can participate in the school curriculum.**

- Ensure that teachers and TA's have the necessary training to teach and support disabled pupils.
- Ensure that classrooms, corridors and outside areas are optimally organised for disabled pupils
- Ensure all lessons provide opportunities for all pupils to achieve.
- Check that lessons are responsive to pupil diversity and that appropriate resources are in place.
- Ensure that all pupils are encouraged to take part in all areas of the curriculum, inc IT, PE, music and drama.
- Check that all staff recognise and allow for the mental effort expended by some disabled pupils, i.e. lip reading for a deaf child, physical exercise for some disabled pupils.
- Check that visits are open to all.
- Provide high expectations of all pupils.
- Seek to remove all barriers to learning and participation for all.

2b. **Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and extended services.**

- Check the layout of areas allow access of all pupils
- Ensure wheelchairs can access the whole building.
- Check that pathways around school are logical and well signed.
- Ensure emergency and evacuation systems inform all children, alarms being visual and auditory.
- Check that all areas are well lit and clear.
- Ensure furniture is selected and located to suit all children.
- Check that all visitors are welcome and are able to access information

2c. **Improve the delivery to disabled pupils of information that is provided in writing ensuring a range of different formats and communication aids are used where necessary ensuring all information is accessible to everyone in our school community.**

- provide information in simple language, symbols, large print, audio tape or Braille for pupils who have difficulty with standard forms of print.
- Ensure staff are familiar with different technology and practises to support disabled pupils.
- Check preferences expressed by their pupils and parents.

3. Making it Happen

Management, coordination and implementation

At Mansbridge Primary School all staff have a duty to work to this policy to ensure even greater inclusion of pupils with disabilities. Information collected will be co-ordinated by The Inclusion Manager and brought to the Head teacher and Governing Body prior to being incorporated in the School Improvement Plan. Action plans will be developed and monitored through the annual school improvement process.

Reviewed by Governing Body 29.01.2014