



Beechwood Primary School

Accessibility Plan

Introduction

This document defines the school's policy for providing access for the disabled within the school premises.

Changes made to the Disability Discrimination Act 1995 by the SEN and Disability Act 2001 (SENDA) requires schools to prepare a Disability Action Plan.

Definition of Disability

The Disability Discrimination Act 1995 defines disability as following:

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 create a rich environment which enables disabled pupils to participate fully in the school community by identifying and eliminating barriers that could prevent this.

Key Responsibilities

The school recognises that the following are key responsibilities:

- 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.

School Principles

- When performing their duties all staff and governors will have regard to the Disabilities Rights Commission Code of Practice (2002)
- Compliance with the requirements of the Disability Discrimination Act is key to all school policies
- All children are individuals and entitled to the best education they can receive regardless of any disability they may have
- Access to Education means making a full school life accessible to the disabled pupil, including extra curricular activities and events
- The school provides all pupils with a broad and balanced curriculum, tailored to meet their individual learning requirements

- The school recognised and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities
- The school recognises the parents' and child's right to confidentiality.

Activities

The school will undertake to meet its key objectives by developing three key areas.

1. Access to the Curriculum

- The school undertakes to assess its provision of curriculum to pupils on a regular basis, and to use this information to better tailor the curriculum to pupil requirements.
- Create a challenging curriculum where suitable learning challenges are set and progress of individuals achievements can be assessed
- To seek and follow the advice of services such as other schools, the LEA, the Government, and independent bodies to achieve best practice
- Continue to follow and endorse the key principles of the National Curriculum 2000 Framework.

2. Access to the Physical Environment

- The school will audit existing facilities and develop ways of making the physical environment more accessible to people with disabilities
- Consider how different impairments have specific requirements and can be best catered for within the school environment
- Consider ways of providing the most suitable aids and resources, outside of the child's SEN, or health provision
- To seek and follow the advice of services such as other schools, sensory consortium, the LEA, the Government, and independent bodies to achieve best practice.

3. Access to Information

- Audit existing methods of providing information, and develop these to improve accessibility
- Work with Local Schools, LEA and local support services to source best materials at an appropriate cost
- Include parents and pupils in the choice of the most suitable media for the disabled child.

Linked Policies

This policy will contribute to the review and revision of related school policies:

- School Development Plan
- Building and Site Development Plan
- SEN Policy
- Equal Opportunities Policy
- Curriculum Policies

Copies of this policy will be made available to existing or prospective parents using the following means –

- On application to the school
- School Learning Platform

This policy, together with the school's **Disability Action Plan**, will be reviewed annually.

Accessibility Plan

Reviewed December 2016

Next Review December 2018