

Stanley Primary School

Accessibility Plan

Version Number	1.0	
Scope of Document	Accessibility for everyone	
Objective	To ensure all pupils have access to all areas of school life	
Document Status	Final	
Author	Name	Lesley Sherlock
	Job Title	Assistant Headteacher
Date Written	June 2010	
Adopted by	Body	Curriculum Committee
	Date	June 2010
Last Reviewed by	Body	Curriculum and Standards Committee
	Date	13 th June, 2016
Next Review Date	Summer 2019	

The SEN and Disability Act (2001) amended part 4 of the Disability Act (1995) by placing new duties on LEAs and schools in relation to disabled pupils and prospective pupils. From September 2002, it has been unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services.

There are three main duties:

- To treat disabled pupils favourably
- To make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage
- To prepare accessibility strategies (LEAs) and accessibility plans (schools) for increasing over time the accessibility of schools for disabled pupils (the 'planning duty')

We recognise that these duties are 'anticipatory' – ie that schools need to consider the requirements of current and future disabled pupils. This means that we are expected to make reasonable enquiries to find out whether children currently on roll, as well as those seeking admission, have a disability.

The duty not to discriminate covers all aspects of school life, including extra-curricular activities, educational visits and school trips. The duty to make reasonable adjustments refers to the full range of policies, procedures and practices of the school.

Definition of disability

Pupils falling within the definition of disability will have a range of needs, including mobility impairment, sensory impairment, learning disabilities, mental health conditions, epilepsy, AIDS, asthma and progressive/degenerative conditions such as multiple sclerosis.

The Disability Discriminatory Act (DDA) states that '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 Education Act (1996) states that 'children have a special education need if they have a learning difficulty which calls for special education provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA
- Are under compulsory school age and fall within the above definitions or would do so if special educational provision was not made for them

Pupils with a disability must not automatically be considered to have a special educational need.

School building

Present situation

- Most teaching areas are at ground level.
- Flooring is non-slip.
- The present location of the classrooms makes them accessible from within the school and no action is required to make classrooms more accessible. The two main entrances into school have a ramp, double doors and a handrail where disabled access is required.
- There are pupil and staff toilets which are accessible on the ground floor.
- A disabled toilet is accessible in the junior department. There is an emergency pull cord alarm. The space is wide enough to manoeuvre a wheelchair.

School curriculum

Present situation

- Accessible displays - displays generally appropriate for height of children.
- Accessible storage and children's equipment.
- Work planned well enough in advance to cater for VI, HI and PD pupils.
- Routes and signage inside and outside school is clear.

School Visits and Visitors to School

Present Situation

- For school visits risk assessments are completed in accordance with the current policy. These assessments take into account the needs of all pupils.
- Whilst the school is accessible to all, it is sometimes necessary that additional risk assessments are made to accommodate visitors.
- There is an enclosed area within the school grounds which could accommodate assistance dogs for exercise, water etc.
- When in school, all visitors would be accompanied.

Accessibility will be considered with all new building developments in school.