Redfield Edge Primary School

Accessibility Plan

Date reviewed	May 2021	**Next review**	May 2024
Policy type	Statutory	**Review frequency**	Every 3 years
Responsibility	Full Governing Body		
Signed **(Chair of Governors)**	**Name** **(Chair of Governors)** Bronwen Kucharski	**Signed** **(Headteacher)**	**Name** **(Headteacher)** Lisa Robinson

Accessibility Plan

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;

2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;

3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Proprietor/Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

a) increasing the extent to which disabled pupils can participate in the school curriculum;

b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. Attached is an action plan showing how the school will address the priorities identified in the plan.

The School's Aims

- To be at the heart of our locality by working in partnership with families and the wider community
- To be a learning community which fosters creativity, independence and a passion for learning.
- To enable our children to develop the essential skills for a happy and fulfilled life.
- To deliver first quality teaching, with high expectations for all, that enables children to succeed and achieve their potential.
- To provide a nurturing and stimulating environment that supports and celebrates learning
- For all members of the school community to model positive, respectful relationships.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

Our Aims are to provide:

1. Full access to the curriculum
2. Full access to the physical environment
3. Full access to information

Current good practice:

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.

Our main entrances into school are either flat or ramped and have wide doors. The main entrance has been rebuilt and has a wide, automatic door into the entrance.

The lobby is fully accessible for wheelchair users.

There are disabled toilet facilities available fitted with handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

There is only one upstairs room disabled pupils have no access to but it is not included in our teaching plan.

We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult.

Where PE is a challenge for physically impaired pupils we seek expert advice for identified individual needs.

We consult with experts when new situations regarding pupils with disabilities are experienced.