



Introduction

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:

- ❑ not to treat disabled pupils less favourably for a reason related to their disability;
- ❑ to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- ❑ to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the 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:

- ❑ increasing the extent to which disabled pupils can participate in the school curriculum;
- ❑ improving the environment of the school 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.

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



Southcote Primary School

ACCESSIBILITY PLAN

A. Increasing the extent to which disabled pupils can participate in the curriculum		
<i>Target</i>	<i>Actions</i>	<i>Responsibility</i>
<i>To ensure the school develops children's awareness of disability.</i>	<ul style="list-style-type: none"> ▪ PSHE curriculum is to be reviewed regularly to ensure awareness of disability ▪ Review other areas of the curriculum eg. P.E. ▪ Ensure creative curriculum considers the impact of a disability 	<i>All school staff</i>
<i>To ensure pupils have full access to trips and extra curricular activities</i>	<ul style="list-style-type: none"> ▪ Risk assessment prior to trips ▪ Plan trips and activities with parents to ensure access ▪ Provide support for pupils to ensure they can access out of hours activities where appropriate. 	
<i>To ensure staff are appropriately trained</i>	<ul style="list-style-type: none"> ▪ Ensure that staff are able to identify and cope with children with disabilities such as dyslexia, ADHD, diabetes etc. ▪ Ensure TAs have access to specific training for disability issues. ▪ Ensure that all staff can differentiate the curriculum and are aware of SEN resources. 	
B. Improving the physical environment of the school to increase the extent to which disabled pupils and adults can take advantage of education and associated services		
<i>Target</i>	<i>Actions</i>	<i>Responsibility</i>
<i>To provide appropriate access to all users</i>	<ul style="list-style-type: none"> ▪ Seek information on the needs of users and pupils ▪ Provide aids for those who are visually impaired – eg. mark edge of steps, disabled ramps, ▪ Mark out designated disabled parking area 	<i>All Staff Caretakers GallifordTry</i>
<i>To ensure that disabled adults are considered equally with others for posts in the school</i>	<ul style="list-style-type: none"> ▪ To welcome all applicants for teaching and TA posts ▪ To encourage all members of the community to consider becoming a Governor 	<i>▪ Safer recruitment trained staff</i>
<i>To improve signage</i>	<ul style="list-style-type: none"> ▪ Put up clear signs in the entrance and other areas – in different languages and formats ▪ Ensure that all disabled pupils understand fire notices ▪ To obtain signage from RBC and GallifordTry to enhance wayfinding ▪ To introduce wayfinding theme used in new build and then throughout the rest of the building. 	<ul style="list-style-type: none"> ▪ Caretaker and administration staff ▪ Headteacher and RBC ▪ Headteacher and Project Manager
C. Improve the availability of accessible information to disabled pupils		
<i>Target</i>	<i>Actions</i>	<i>Responsibility</i>
<i>To review information to parents/carers to ensure it is accessible</i>	<ul style="list-style-type: none"> ▪ Ask parents/carers about access needs when a child is admitted to the school. ▪ Ask parents/carers and children about access to information in review meetings ▪ Information regarding LDD and SEN is available on our website 	<i>Admin and teaching staff SENCO and Deputy Head</i>
<i>To increase support for parents of children with a disability</i>	<ul style="list-style-type: none"> ▪ Ensure that the school prospectus explicitly welcomes children with LDD (SEN) ▪ Encourage parents of children with a disability to support their children's education 	<ul style="list-style-type: none"> ▪ Headteacher and Govs ▪ All staff