



TWESELDOWN INFANT SCHOOL

SCHOOL ACCESSIBILITY PLAN POLICY STATEMENT

1. Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA) and has had reasonable adjustments since 2002. It draws on the guidance set out in "Accessible Schools: increasing Access for Disabled Pupils March 2018 and in line with the Equalities Act 2010.

2. Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"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".

3. Key Objective

To reduce and eliminate barriers to access to the curriculum and full participation in the school community for the pupils, and prospective pupils, with a disability.

4. Principles

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy:

The school recognises its duty under the DDA (as amended by the SENDA):

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourable
- To take reasonable steps to avoid putting disabled pupils at a disadvantage
- To publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);

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

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

5. Activity

a) Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. The school is currently fully accessible to all throughout.

c) Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Date review: Autumn 2022

Date Ratified by Finance Committee: Autumn 2022

Signed by Chair of Committee:

Signed by Head Teacher:

Next review date: Autumn 2025

Member of staff responsible: Head Teacher

Governing Board or Governor(s) /
Committee(s) responsible: Finance

The plan is also available in the following formats, on request to the Head Teacher: e-mail; enlarged print version.

Linked Policies –

- School development plan
- Health and Safety Policy
- SEN Policy
- Single Equality Policy
- Curriculum policies
- SEN Information Record