



## Disability Access Plan

Reviewed policy on:	Autumn 2015
Reviewed policy shared with staff:	Autumn 2015
Reviewed Policy shared with Governors	Autumn 2015
Policy to be reviewed again on:	Autumn 2016

## Cherry Orchard Primary School

### Disability Access Plan

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). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

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."

The key objective of this plan is to reduce and eliminate barriers to accessing the curriculum and to ensure full participation in the school community for pupils and prospective pupils with a disability.

#### Principles

- Compliance with DDA is consistent with 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 SENDA)
  - not to discriminate against disabled pupils in their admission 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
  - to publish an Accessibility Plan
- In performing their duties, governors and staff will have regard to the Disability Rights Commission Code of Practice (2002)
- The school recognises and values parents' knowledge of their child's disability and its effect on his or 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 new National Curriculum, 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.

### Education and Related Activities

The school will continue to seek and follow the advice of the LA services, such as specialist teacher advisers and SEN advisers, and of appropriate specialist professionals who visit the school.

### 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 accessible facilities and fittings.

### Provision of Information

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

		<b>Targets</b>	<b>Strategies</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Success Criteria</b>
<b>Short Term</b>	<i>Written Information</i>	To provide information for pupils with visual impairment or dyslexia in a form that is most accessible to them.	Enlarge print Apply for modified SATs papers Provide VI pupils with enlarged icons, keyboards and print on screen	HT  SENCO  CT  TA	SLT	Pupils with VI/Dyslexia able to access curriculum opportunities at similar level to others
	<i>Physical Environment</i>	To complete an audit of accessibility to the environment.	Premises manager and Senco to carry out audit	HT  SENCO  PM  Learning Mentor	SLT  Governors Environment sub committee	Audit carried out and all areas accessible to SEND pupils, parents and staff
	<i>Curriculum</i>	To ensure curriculum is accessible and relevant to all Pupils.	Visual timetable for class and individually as necessary. Picture symbols and strategies for ASD and pupils with communication difficulties	SENCO  CT  Governor with responsibility for SEND	SLT	Signs and symbols used effectively by pupils  Learning environment meets needs of all learners

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<b>Med. Term</b>	<i>Written Information</i>	To continue to skill staff in meeting needs of VI and SEND pupils	In house sharing of best practice  CPD facilitated by STEPS	HT  SENCO  SLT	SLT  SENCO	Skill levels of staff rising. Pupils achieving expected progress
	<i>Premises</i>	To set up a sensory room	Identify space, Paint and decorate, Flooring and backout blinds. Visit other settings for ideas. Order resources.	HT  Senco  TAs	SENCO  SEN Governor	Learning environment meets needs of pupils. Progress is improved
	<i>Curriculum</i>	To use appropriate assessment and tracking procedures to identify barriers to learning and to identify specialist support needed to enable pupils make expected progress	Staff trained in use of P Levels	HT  SLT  SENCO  CTs	Senco to track children  CT to track children  TAs to know individuals next steps	Staff confident to use P Levels  Appropriate assessment and tracking in place  Progress tracked and achievement of all is recognised.

		<b>Targets</b>	<b>Strategies</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Success Criteria</b>
<b>Long Term</b>	<i>Physical Environment</i>	To ensure school environment is accessible and meets the needs of all pupils, staff and families	Implement actions identified in Audit carried out.	Governors Environment Committee	Full Governing Body	Accessibility improved for all.