

# **Wittersham C of E Primary School**

## **Accessibility Plan**

### **March 2016**

#### **Mission Statement**

In our Church school we provide a happy, safe environment for learning and working, where we encourage each other to do our best to achieve our goals!

#### **1. Legal background**

The Disability Discrimination Act (as amended by the Special Educational Needs & Disability Act 2001) requires all schools and LEAs to plan to increase the accessibility of schools for disabled students. LEAs must prepare an accessibility strategy covering all maintained schools in their area, and each school must produce its own accessibility plan. From September 2002 schools and LEAs are required to start formulating accessibility strategies and plans. They must have written documentation covering an initial period of three years in place by April 2003. Both schools and LEAs are required to plan for:

#### **Improving access to the physical environment of schools**

This includes improvements to the environment of the School, which can include visual, acoustic and physical environments. All new school buildings have to comply with the Building Regulations and the Education (School Premises) Regulations 1999 and should be physically accessible to students with disabilities. Much of the work in the area of improving the physical environment will therefore involve improving access to existing buildings.

#### **Increasing access for students with disabilities to the curriculum**

Access to the curriculum covers not only teaching and learning, but also the wider curriculum such as after-school activities, leisure, sporting and cultural activities or school visits. LEAs may be able to help schools by offering staff training, encouraging schools to work together and share good practice, and by offering schools a range of support services such as advice on teaching techniques, classroom management and curriculum material.

#### **Improving the delivery of written information to students with disabilities**

This covers planning to make written information normally provided by the School to its students available to students with disabilities. Information should take account of students' disabilities and parents' preferred formats and should be made available within a reasonable timescale. LEAs may help schools by organising central support services to provide information in alternative formats. LEAs may also encourage schools to share information and expertise. The LEA must consult with schools and dioceses when preparing its accessibility strategy. LEAs and schools have a duty to review their strategies and plans, revise them if necessary, and to implement them. LEAs and schools should prioritise resources for implementing their strategies and plans.

Maintained schools must make their plans publicly available in their governors' annual report to parents. LEAs are required to make their strategies available for inspection to interested parties at reasonable times.

## 2. Definitions

The Disability Discrimination Act describes a disability as “a physical or mental impairment which has a substantial and long-term adverse effect upon their ability to carry out normal day-to-day activities”

Impairments include sensory impairments – such as those affecting sight or hearing. People who have had a disability are protected from discrimination even if they no longer have a disability. Mental illnesses that are clinically well-recognized are included. So, for example, medically diagnosed ADHD is considered a disability under the Disability Discrimination Act. While many students with disabilities will have, or may be identified as having Special Educational Needs, not all students with disabilities will have SEN. Equally, not all students with SEN will necessarily have a disability under this legislation.

1. This statement sets out the ways in which Wittersham Church of England Primary School provides 'access' to education for pupils with a disability.

2. At Wittersham Church of England Primary School, we are committed to working towards providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

3. Wittersham Church of England Primary School plans, over time, to increase the accessibility of provision for all students, staff and visitors to the School. The following areas will form the basis of the Accessibility Plan with relevant actions to:

*Increase access to the curriculum, incorporating after-school and out of school activities and including educational visits;*

*Improve access to the physical environment of the School;*

How can we improve the school environment to increase the extent to which disabled pupils can take advantage of education and associated services?

- An Accessibility assessment tour of the school was undertaken by J. Haydon and D. Hawkins on 20.3.16, to ascertain what changes could be made to make things easier for wheelchair access and those with disabilities.
- Main buildings main access is through sufficiently wide door to allow full access, although this door may be upgraded when necessary repairs are made in the future.
- All class rooms lead through to corridor and wheelchair access to outside areas. School house is only area of the school which is not easily accessible. This is not used regularly for extra lessons .
- School office and Head teacher's office are accessible to wheelchairs with door widths suitable size.
- Toilet facilities are not suitable for adult wheelchair access. When improvements to toilets are being made this will be looked at again.

- Quiet area is available in playground for children to sit under pergola.
- Quiet area available for reflective play, following suggestions from the school council.

*Improve the delivery of written information to students, staff, parents and visitors with disabilities.*

- Extensive improvements have been made to the IT suite. The school has received a BECTA award which has improved delivery of information, giving access to a variety of different learning environments.
- Use of white boards.
- Staff are constantly looking at a variety of new ways to improve delivery of information to all students.
- Delivery of information to parents is provided via a variety of different forms.

4. It is acknowledged that there will be the need for ongoing awareness raising and training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.

5. This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Single Equality Scheme
- Health & Safety
- Special Needs
- Behaviour Policy
- School Prospectus and Mission Statement

6. As curriculum policies are reviewed, a section relating to access will be added where appropriate. The School Prospectus will make reference to this Accessibility Plan.

7. The School will work in partnership with Kent local education authority in developing and implementing this plan and will adopt in principle the “LEA Strategy for Accessibility”.

8. The School plan will be monitored through the Finance, Facilities and Personnel Committee of Governors.

Policy to be revised March 2017