

School Accessibility Plan Chorlton Park Primary

September
2016

Date Policy Approved: September 2016

Date Policy to be Reviewed: September 2019

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). 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.

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".

Key Objective

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

Principles

1. Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
2. 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 favourably;
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
 - to publish an Accessibility Plan.

3. In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).
4. 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.
5. 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 individual and groups of pupils.

Chorlton Park's builds are not well designed to meet the needs of disabled pupils, however the following actions have been carried out to improve accessibility:

- Moving classes down to an accessible room on the ground floor;
- use of additional teaching spaces, such as the music suite can be rotated to meet pupils' needs;
- a disabled toilet was installed in the EYFS building in 2004 and in the main building in 2009;
- a disabled chair lift was installed in the main building in 2010 to create access from the dining room to the main corridor;
- this chair lift enables access to ground floor classrooms, disabled toilets and additional teaching spaces such as the ICT Suite, library and intervention room;
- Year 5 classrooms that were not previously be accessible have been relocated to the ground floor of the main building where they are fully accessible;
- The library in the Year 5 annexe that was not previously accessible has been relocated to the main building which is accessible via the stair lift;
- a hand rail was installed on the Year 4 staircase;
- a ramp has been installed to the gym to make this area of the school more accessible;
- Personal Evacuation Plans are in place for all pupils that require them and these are updated annually as children move around the school and their needs change.

Activity

Chorlton Park School has identified the following points for action as part of its School Improvement Plan, in order to achieve the key objective:

a) Delivery of the curriculum

School staff receive training in making the curriculum accessible to all pupils, and are aware of its importance.

The school will continue to seek and follow the advice of specialists and consultant 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 other users 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.

In particular:

- the cost of repairing the stair lift will be investigated;

c) Provision of information in other formats

The school is aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Improvement Plan
- SEN Policy
- Equal Opportunities Policy

The plan is also available in the following formats, on request to the headteacher: email; enlarged print version; other formats by arrangement.