



Hardwick Community Primary School

Accessibility Plan

2014

General Information

- **The Disability Discrimination Act**
The Disability Discrimination Act outlaws discrimination by schools and LEAs against either current or prospective students in their access to education.
- **Statutory Responsibilities**
The DDA 2010 places a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled students and to implement their plans. Schools are required to produce accessibility plans for their school. Accessibility plans and strategies must be in writing.
- **Definition of Disability**
A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse affect on his or her ability to carry out normal day to day activities.
- **Other relevant school documents**
Equality Policy 2012
Equality Act Information March 2013
Equality Objectives 2012- 2016
Equality and Diversity Policy for Staff

Responsibilities

1. To increase access of disabled students within teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities and/or school visits.
2. To plan for improvements to the physical environment of the school and the physical aids to access education.
3. To make written information that is normally provided by the school to its students available to disabled students. Examples might include handouts, timetables, textbooks and information regarding school events. The information should take account of students' disabilities and students' and parents' preferred formats and be made available within a reasonable time frame.

Aims

1. To ensure appropriate availability of written material in alternative formats - for both students and parents.
2. When refurbishing, to incorporate appropriate colour schemes to benefit students with visual impairments.
3. To take reasonable steps to ensure that lessons, trips and school activities are available to all students irrespective of their physical or mental disability.
4. To ensure sufficient ICT aids exist to enable physically disabled students to participate fully in school activities.
5. To ensure all staff are trained to meet the needs of the pupils currently on roll.
6. To monitor attainment of all disabled children and put in place actions to bridge attainment gaps.
7. To review curriculum content at all key stages to ensure that disability issues are adequately addressed.



Objective 1 Continue to ensure that all disabled pupils have full access to the curriculum and their needs are met.					
Specific Actions	Lead/Monitor	Timescales	Resources	Success Criteria	Evaluation and Future Action
<ul style="list-style-type: none"> • All staff to be trained as appropriate to meet needs of key pupils (see also Training plan), both medical needs and in on-going differentiation of the curriculum. • SEN monitoring to continue to track progress of disabled pupils. • Full risk assessments to be carried out to ensure disabled pupils can take part in extra-curricular activities as appropriate. • School policy reviews to consider needs of disabled pupils • Appropriate activities to be designed to take account of children with disabilities so they are included in school performances and events such as sports day 	<p>Heads SEN gov</p> <p>All staff</p>	On-going	SST training as appropriate. Liaison with other agencies (OTs, Physios etc)	<p>Medical needs met, protocols in place and followed</p> <p>Differentiation of curriculum activities evident in planning and lesson observations.</p> <p>SEN monitoring embedded in Gov monitoring.</p> <p>Risk assessments in place for all relevant activities and needs of disabled pupils clearly identified.</p> <p>On-going policy reviews include reference to needs of disabled pupils as appropriate</p> <p>All pupils fully included as appropriate to their needs.</p>	
Objective 2 Continue to review the physical environment of the school, and make any improvements if necessary and as resourcing allows.					
Specific Actions including CPD	Lead Monitor	Timescales	Resources	Success Criteria	Evaluation and Future Action
<ul style="list-style-type: none"> • When refurbishing incorporate appropriate colour schemes to benefit pupils with visual impairments as necessary. • Review accessibility and clarity of signs around the school sites. • Review disabled parking and access to ensure all can access the school premises on both sites. (and in planning of new school site in Cambourne) 	AM/RF/Pr emises committee	As required	Advice from support services	<p>Redecoration ensures greater pupil independence.</p> <p>Signage is clear and ensures good accessibility to sites.</p> <p>Disabled pupils and parents are able to access school sites.</p>	



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