



St Peter's Methodist Primary School

Accessibility Policy

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Agreed at Finance and Property Committee:

Reviewed by Property Committee:

Next Review Date: *(every 3 years)*

ACCESSIBILITY PLAN

Contents

Introduction	3
Rationale	3
Definition of Disability	3
Key Objective	3
Key Responsibilities.....	3
School Principles	3
Activities.....	4
1. Access to the curriculum.....	4
2. Access to the Physical Environment	5
3. Access to Information	Error! Bookmark not defined.
Linked Policies.....	5
Publicising the plan	5
Disability action plan.....	5
The site and building.....	6
Classrooms	6

1. Introduction

- 1.1. This plan is drawn up in accordance with the Disability Discrimination Act 1995 (DDA), 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 the DfES in July 2002

2. Rationale

- 2.1. The Accessibility Plan will be one of the bases on which the devolved capital funding will be allocated, and takes account of;
 - The School Condition Survey
 - The KCC DDA Audit of 13/06/2005
 - The school's mission statement and School Improvement Plan

3. Definition of Disability

- 3.1. The DDA(1995) defines disability as the following:

'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'.

4. Key Objective

- 4.1. To create a rich environment that enables disabled pupils to participate fully in the school community by identifying and eliminating barriers which could prevent them from doing so.

5. Key Responsibilities

- 5.1. The School recognises that the following are key responsibilities underpinning the planning duty.
 - 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

6. School Principles

- 6.1. Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy,
- 6.2. 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,
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an Accessibility Plan
- 6.3. When performing their duties all staff and governors will have regard to the DRC Code of Practice (2002)
- 6.4. All children are individuals and entitled to the best education they can receive regardless of any disability they may have.
- 6.5. Access to education means making a full school life accessible to the disabled pupil, including extra-curricular activities and events.
- 6.6. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities.
- 6.7. The school will provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorse the key principles of the National Curriculum framework, which underpin the development of a more inclusive curriculum:
- Setting suitable learning challenges
 - responding to pupils' diverse needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils.

7. Activities

- 7.1. The school will undertake to meet its key objectives by developing three main areas.

8. Access to the curriculum

- 8.1. The school undertakes to;
- assess its provision of the curriculum (both explicit and implicit) to pupils on a regular basis, *and to use this information to better tailor the curriculum to pupil requirements,*
 - create a challenging curriculum where suitable learning challenges are set and progress of individuals' achievements can be assessed,
 - consult and follow the advice of services such as other schools, the LEA, the Government and independent bodies to achieve best practice,
 - continue to follow and endorse the key principles of the National Curriculum Framework.

9. Access to the Physical Environment

9.1. 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 fixtures and fittings.

- work with Kent County Council to audit existing facilities and develop ways of making the physical environment more accessible to people with disabilities,
- consider how different impairments have specific requirements and can best be catered for within the school environment,
- consider ways of providing the most suitable aids and resources, outside of the child's AEN, or health provision,
- seek and follow the advice of services such as other schools, the LEA, the Government, and independent bodies to achieve best practice.

10. Access to Information

10.1. The school will

- audit existing methods of providing information and the media used and develop these to improve accessibility
- work with local schools, the LCSP, the LEA and local support services to source best materials at an appropriate cost,
- include parents and pupils in the choice of the most suitable media for the disabled child's response.

11. Linked Policies

11.1. The plan will contribute to the review and revision of the following related school policies,

- School Improvement Plan
- AEN Policy
- Equal Opportunities Policy
- Curriculum Policies

12. Publicising the plan

12.1. Copies of this plan will be made available to parents via the school website or in hard copy from the school office.

13. Disability action plan

13.1. The school will work with Kent County Council to redevelop those areas of the school necessary to accommodate the needs of any disabled children who wish to attend the school.

14. The site and building

- 14.1. St. Peter's school consists of one main building.

15. The main building.

- 15.1. Was designed and built to comply with the DDA

16. Classrooms

- 16.1. 4 classrooms are located on the ground floor and all accessible. There are 3 classrooms located on the first floor (years 4 – 6). These are only accessible via stairs. There is no lift in the school. Appropriate arrangements will be made, should a child in years 4 – 6 have an additional need that prevents them from accessing these classrooms.