

Accessibility Policy and Plan 2020

Overton CE Primary School

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 access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with the DDA is consistent with the 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 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.
- In performing their duties, governors and staff will have regard to the DRC Code of Practice; see <http://www.drc.org.uk> for more information.

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;

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 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 individuals and groups of pupils.

Accessibility Plan

We believe our school is highly accessible, and we have a history of supporting children with special needs, including physical disabilities, within a mainstream school. We work closely with external agencies when support is needed. Where needs arise, we put in place swift action to improve our accessibility. Our “Single Equality Action Plan” details further actions we are taking.

Plan Availability

The school makes its accessibility plan available in the following ways:

- A copy can be emailed or posted upon request
- The plan is also available in a high contrast and large print size format upon request
- The plan is available electronically as below

Access Plan 2020

		Objective	What	How	When	Goal Achieved
Short term	1	Ensure compliance with DDA and Code of Practice	Staff and governors informed of requirements and obligations of DDA, and of the Accessibility Plan	Staff meeting Governors meeting	Ongoing	School complies with requirements of DDA and Code of Practice
Short term	1	Improve availability of written in alternative formats for parents/children with EAL Explore ICT options	School aware of local and County services for converting written information into alternative formats	IM to research	As required	School able to deliver information to all pupils and parents with disabilities
Medium term	2	Improve accessibility to front of school	Remodel front of school, install wider doors to fulfil DDA requirements	Design from LA architect, instruct builder	Ongoing New electric door installed 2019	New front canopy with key pad operated by Admin staff
Long term	3	Improve the design of shared areas to promote access	Consider disabilities and access issues when redecorating	Seek advice from LA	As required	