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## Accessibility Plan

### Introduction

The Equality Act 2010 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required:

- a) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- b) increasing the extent to which disabled pupils can participate in the school curriculum;
- c) improving the delivery of information to disabled pupils that is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by a planning group consisting of:

- SEN Governor
- Headteacher
- Inclusion Manager
- Bursar

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### **Pattishall CE Primary School –Accessibility Plan 2015-2018**

<b>Access to the Physical Environment</b>				
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
To be aware of the access needs of disabled children, staff, governors and parents/carers	a) create access plans for individual disabled children as part of the EHCP/One Page Profile process.	As required	Inclusion Manager / Class Teacher	EHCPs/Profiles are in place for disabled pupils, and all staff are aware of pupils' needs.
	b) survey staff/governors/parents regarding access requirements for school.	Spring 2017	Headteacher	All staff, parents and governors have full access to all areas of school
	c) Staff to share pupil information with volunteers and support staff to ensure continuity of care for the children	Ongoing	Inclusion Manager	Volunteers are aware of needs of SEN children at all times
Ease movement around school for wheelchair users	a) Remove 'lumps and bumps' at transition points between areas of the school eg rear conservatory	Summer 2017	Headteacher	Wheelchair users able to move around school unaided
Ensure everyone has access to reception area	a) ensure that nothing is preventing wheelchair access	Daily check to ensure the area is clear	Headteacher/Office Staff	Disabled parents/carers/ visitors feel welcome.

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Maintain safe access for visually impaired people	a) add yellow paint on step edges	Spring 2017	Handyman	Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year.
Ensure all disabled people can be safely evacuated	a) Ensure there is a personal emergency evacuation plan for all disabled pupils. b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the evacuation plan	Autumn Term - annually  Autumn Term - annually	Inclusion Manager  Inclusion Manager to remind staff	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily

Access to the Curriculum				
Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure support staff have specific training on disability issues	a) identify training needs at regular meetings	Ongoing	Inclusion Manager / Headteacher	Raised confidence of support staff
All school visits and trips need to be accessible to all pupils	a) ensure venues and means of transport are vetted for suitability	Ongoing	EVC / Inclusion Manager	All pupils are able to access all school trips and take part in a range of activities
Ensure disabled children can take part equally in lunchtime and after school activities	a) discuss with people running clubs after school.	As required	Inclusion Manager	Disabled children feel able to participate equally in out of school activities.

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Access to information				
Targets	Strategies	Timescale	Responsibility	Success Criteria

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