

# Worthington Primary School

## ACCESSIBILITY PLAN

### School Accessibility Plan Update January 2017

#### 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

We aim to reduce and where possible, eliminate barriers to accessing the curriculum and to enable the full participation of pupils, and prospective pupils, with a disability in Worthington Primary School.

Following a rebuild during 2012 – 2013, we have been able to now fully eliminate all surviving barriers to effective learning under DDA requirements.

We worked closely with our build partners – Trafford MBC (architects and school development) and Willmott Dixon (chosen contractors) to build a new school which was and is fully DDA compliant.

#### Principles

Compliance with the DDA is consistent with Worthington's aims and equal opportunities policy, and the operation of our Special Educational Needs policy. Worthington recognises its duty under the DDA:

- 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 (2002).

Worthington 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.

Worthington 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 2014 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.

## **Activity**

### **a) Education & related activities**

Worthington will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

### **b) Physical environment**

Worthington will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises. For example in the new build we reviewed teaching areas and assessing acoustics, colour schemes and the accessibility of facilities and fittings.

### **c) Provision of information**

Worthington will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

## **Action Plan**

We continue now in the new build to review practice and policy. We continue to develop the outside environment and all we do accommodates the areas to be fully accessed and used by all, regardless of SEND.

## **Linked Policies**

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

- School Development Plan
- SEND Policy
- Equal Opportunities Policy
- Curriculum policies.

Signed



Clive Searle, Head Teacher

Date of Review: 23/01/17

This Plan will be reviewed by 22/01/20, or before if required