

Ambler  
Primary School and Children's Centre

Policy

# School access plan

November 2014



**Next review with the Full Governing Body: November 2017**

This plan is subject to on-going change and will be updated as and when required.



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## **1. School Access Plan**

Legislation: Equality Act 2010; Schedule 10, Paragraph 3 and Disability Discrimination (prescribed times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005.

## **2. Accessibility Plan 2014 – 2017**

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). The Governing Body of Ambler recognising the following duties that this places upon them;

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to make reasonable adjustments to the school building so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

## **3. The planning duties of the DDA makes three requirements of the Governing body:**

- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the Services and Communication Committee of the Governing Body. The plan attached sets out the Governor's proposals for increasing access to education for disabled pupils.

## **4. Disability and Ambler School:**

"A person has a disability if he or she has a physical or mental impairment that has a substantial long term adverse effect on his or her ability to carry out day to day activities" – the Disability Discrimination Act, 1995 definition of disability.

The School's Equality Policy is to ensure that there is no discrimination against any sub-group within our community. With this in mind the school has put in place policies and procedures so that children and people with disabilities are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school's SEN policy and its Equalities Statement.

## **5. Access to this plan:**

This plan will be published on our website. It will also be made available on request to any current or prospective parent who requests it.

This plan will be shared with the Senior Leadership Team and will inform relevant aspects of the school's development plan. It will be made available to OFSTED and the LA on request.

## **6. Supporting Policies**

- SEN
- Teaching and Learning
- Anti-bullying
- Behaviour

## **7. Previous Adaptations made to the school:**

- Access to the reception area from outside and within building access to the ground floor of the school.
- Installing whiteboards in class rooms – it is recognised that children with SEN and problems with their sight find it easier to learn when an electronic whiteboard is used.
- Staff training so that children with medical needs could gain access to the education (asthma, epi-pen)
- Disabled toilet on ground floor.



## 8. Accessibility Plan

### 8.1.Improving Access to the Curriculum

Objective	Strategy	Outcome	Timeframe	Result
Improve range of skills and experience available within the school so that the school is better able to assess and provide for the needs of pupils with SEND	Audit staff's current skills, training and experience – decide whether to augment these through training or employment of a specialist with these skills and experience.	Staff who are secure in their “diagnosis” of learning difficulties and abilities and able to develop and advise on teaching strategies to enable the pupils with SEN to fully access the curriculum.	Ongoing, subject to funding.	Pupils are more likely to make progress and access the curriculum.
Greater awareness of and confidence in dealing with pupils with SEN amongst teachers.	Identify areas where knowledge and skills base needs to be extended	More highly trained staff in this area.		

### 8.2.Developing Access to the physical environment of the school

The ground floor is suitable for disabled access	No adjustments are required at this time.			Where adjustments need to be made, we will review on an individual basis.