



Accessibility Plan 2021-2022



Accessibility Plan 2021-2022

Policy Review		
Approved by:	SH/Staff/Governors	
Last reviewed:	Autumn 2021	
Next review due by:	Autumn 2022	

Accessibility Plan 2021-2022

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

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 2000 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.

The school building is Victorian, which leads to some challenges. However, despite being over 140 years old and having a step leading into the school, it is accessible via a manual ramp. We are currently in the process of undergoing extensive building work which will include the installation of a ramp and disabled toilets.

Drawing up an Action Plan

The 3 areas to be considered in this action plan are:

a) Improving Education & related activities

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

[See checklist provided on page 29 DfES Guidance “Accessible Schools: Planning to increase access to schools for disabled pupils”]

b) Improving the Physical environment

The school will take account of the needs of pupils and visitors 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 facilities and fittings.

[See checklist on page 30 of DfES Guidance.]

C) Improving the Provision of information

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

[See checklist on page 30 of DfES Guidance.]

Signed on behalf of staff.....Date:.....

Signed on behalf of Governing Body..... Date:.....

Dated to be reviewed: Autumn 2021

ACCESSIBILITY PLAN

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term	<p>Ensure parents/carers with visual disability have equal opportunity to access information from school.</p> <p>Ensure the curriculum can be accessed by all children</p> <p>Any redecorating work within the school is sympathetic to the visually impaired</p>	<p>Parents to be made aware that documents from school can be available in larger print on request.</p> <p>Check timetables and resources are not a barrier to any individual or group's access to the curriculum.</p> <p>Advice taken re-lighting and colour schemes before any further decorating takes place.</p>	<p>Format of documentation altered appropriately.</p> <p>All children access all aspects of the curriculum.</p> <p>The school decorates in a way that is sympathetic to the VI.</p>	<p>As required on going</p> <p>As required</p>	<p>The school reacts to the needs of both adults and children so that the curriculum is accessible.</p>
Medium Term	<p>To ensure the school develops children's awareness of disability.</p>	<p>Ensure there are some learning resources (books etc.) that show positive examples of people with disabilities in a positive light.</p> <p>Use opportunities to show people with disabilities in a positive light.</p>	<p>When needed, the school provides written materials in alternative formats.</p>	<p>As required on going</p>	
Long Term	<p>Any future plans for further development of the building take DDA issues in to account.</p>	<p>Work with LA and architects when planning modernisations.</p>	<p>Where it can be reasonably achieved, the school building continues to be accessible for all.</p>	<p>ongoing</p>	