Springvale School Accessibility Plan

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), which places a duty on all schools to plan to increase over time the accessibility of the school for disabled pupils and to implement their plan. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils," issued by the 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."

Some children defined as disabled, who for instance have arthritis, may not be defined as having SEN. Some children defined as having SEN, who for instance may have a behavioural difficulty, may not be defined as being disabled.

Planning Duty

The school recognises its duty under the DDA (as amended by the SENDA):

- Not to discriminate against disabled pupils in its 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.

Springvale School is committed to an inclusive curriculum and increasing access to the school's facilities for all by:-

1. **Increasing the extent to which disabled pupils can participate in the school's curriculum.** This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
2. **Improving access to the physical environment of the school.** This covers improvements to the physical environment of the school and physical aids to access education.
3. **Improving the delivery of written information to disabled pupils.** This will include planning to make the written information that is normally provided by the school to its pupils, available to disabled pupils.

Audit of existing provision

Curriculum

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓	
Are your classrooms optimally organised for disabled pupils?	✓	
Do lessons provide opportunities for all pupils to achieve?	✓	
Are lessons responsive to pupil diversity?	✓	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓	
Are all pupils encouraged to take part in music, drama and physical activities?	✓	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	✓	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓	
Do you provide access to computer technology appropriate for students with disabilities?	✓	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓	
Are there high expectations of all pupils?	✓	
Do staff seek to remove all barriers to learning and participation?	✓	
Are support staff deployed to best effect to support teaching and learning?	✓	

Physical Environment

A new school is planned to be completed by February 2006. We will ensure that this meets the needs of current and prospective pupils and adults with physical disabilities.

Question	Yes	No
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?	✓	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	✓	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	✓	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		✓
Are areas to which pupils should have access well lit?	✓	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	✓	
Is furniture and equipment selected, adjusted and located appropriately?	✓	

Written Information

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		✓
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	✓	
Do you have the facilities such as ICT to produce written information in different formats?	✓	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓	

Policies

Compliance with the DDA is consistent with the school's aim and equal opportunities policy, and the operation of the school's SEN/Inclusion Policy. The Access Plan will contribute to the review and revision of related school policies.

Reviewing, Monitoring and Evaluating the Plan

1. Adequate resources will be allocated to enable implementation of the plan.
2. This plan will be kept under review and revised as necessary. The Governors will achieve this through the Staffing/Curriculum Committee.
3. The plan will be referred to in the Governors' Annual Report to Parents, along with comment about progress.
4. The plan will be subject to monitoring by OFSTED during inspections.

Date of Plan December 2007

Date of Review December 2008,

Member of staff responsible Hilary Smith

Governor responsible Louise Hughes

Approved by the Governing Body on January 15th 2008

The plan is available in the following formats, on request to Mrs Smith
e-mail
enlarged print version
website