



The Oaks Primary School
Bringing Learning to Life

Accessibility Plan

Introduction

The Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA), no longer exists in law but the school maintains the principles behind the original act and continues to respect the needs of those members of our community with a disability.

This accessibility plan was 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 drew on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by the DfES in July 2002.

Disability was defined by the Disability Discrimination Act 1995 (DDA);

"A person has a disability if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities"

Aim

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with the DDA is consistent with The Oaks CP School's aims and policies.
- The Oaks CP School 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)
- The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out normal activities, and respects the child's and parents' rights to confidentiality
- 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. The school endorses the key principles of the National Curriculum 2000 framework, which underpin the development of an 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

The school 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

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.

c) Provision of information

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

SENCo – F Trainor

SEN governor – Clare King

Linked Policies

This Plan (Appendix 1) will contribute to the review and revision of related school policies, e.g.

- school development plan
- SEN policy
- curriculum policies.

Mrs J Grundy
Headteacher

September 2018