



Accessibility Plan Policy

Policy Control	
Responsible Person:	Headteacher
Responsible Governor Team:	Resources
Approved by Governors:	October 2016
Date due for review:	October 2019

Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:

Goudhurst & Kilndown Church of England Primary School will provide a happy, caring and stimulating environment rooted in Christian values in which every child will flourish. We will realise the potential of every child and instil a lifelong love of learning. Our approach to teaching and learning will be inclusive, supportive and innovative and will embrace new education initiatives and leading technology. We will ensure that our children are aware of the world in which they live, understand the need to play an active role within the local and wider community and appreciate the importance of living a sustainable way of life. In partnership with parents and carers, we will help our children to build high self-esteem, independence and resilience and to develop the life skills they need for their future in an ever-changing world.

Our School Values

Goudhurst and Kilndown Church of England Primary School values

Community • Friendship • Joy • Love • Peace • Trust

and all our stakeholders are encouraged to *reflect* upon their learning and their actions

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). 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 and DfES Building Bulletin 102.

This Accessibility Plan is also compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

The School's Governors and Headteacher are responsible for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by Goudhurst & Kilndown Church of England Primary School

Definition of Disability (Equality Act 2010)

"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" Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long-term' means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

Disability is defined by the Disability Discrimination Act 1995:

A significant number of pupils are therefore included in the definition.

Normal day-to-day activity -

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility;
- Manual dexterity;
- Physical co-ordination;
- Continence;
- Ability to lift, carry or otherwise move everyday objects;
- Speech, hearing or eyesight;
- Memory or ability to concentrate, learn or understand;
- Perception of risk of physical danger.

Key Objectives

Goudhurst & Kilndown C E School is committed to providing an environment that enables full curriculum access and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school.

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

Principles

- Compliance with the DDA consistent with the School's aims and equal opportunities policy and the operation of the schools SEND Policy.
- 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 than others
 - ❖ to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan and review it at least every 3 years.
- To ensure Governors and Staff (in performing their duties) will have regard to the Disability Right Commission (DRC) Code of Practice (2002).
- To recognise and value 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.
- To provide all pupils with a broad and balanced curriculum, differentiated and adjusted differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and endorses the key principles in the National Curriculum, which underpin the development of an inclusive curriculum:
 1. Setting suitable learning challenges
 2. Responding to pupils' diverse learning needs
 3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Site Access

1. The location of the building and level entrance access with appropriate signage offers ease of orientation to the varying site uses.
2. The safety of pedestrians has been fully considered, with the entrance areas providing a safe space to gather and circulate away from traffic.
3. The majority of service vehicles will utilise the car park adjacent to the main entrance in a defined delivery area, incorporating an adequate turning and drop off space.
4. Kitchen delivery services will use the kitchen external doors for deliveries.
5. Cycle parking is provided so that easy access can be gained via the car park.
6. Parking is provided for **36** cars included 2 disabled spaces in the Visitor Car Park and 22 cars in the staff car park. Spaces are designed in accordance with DDA Regulation requirements.

Building Design & Access

The building is conceived to offer a secure environment for the building's users, and as such the main entrance to the building and gates to access the playground are focussed on close proximity to the car park. The Staff Car Park is separate from the main car park and located at the opposite end of the site, minimising traffic in the main car park and a ramp is provided from the staff car park to the main entrance. This offers a wide entry point with a powered opening door leading to the reception point of the School.

Goudhurst & Kilndown C E School buildings are well designed to meet the needs of disabled pupils, parents, staff and visitors with full DDA to all rooms:

- all classrooms are on the ground floor which has level access to the outside and both ramped access is provided to the playground;
- all public-access rooms, including entrances, toilets, main corridors and hall are on the ground floor, with no steps;
- there is a disabled toilet adjacent to the Hall;
- the playing field is accessible for wheelchair users via the level access path.

Activity

The School will undertake the following activities to progress towards and achieve the key objectives as explained in this document thus far:

a) Delivery of the curriculum

School staff receive training in making the curriculum accessible to all pupils, and are aware of its importance. This training will be regularly updated. Teaching Assistants will benefit from on-going training on disability issues.

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

In particular:

- staff will receive appropriate training to support pupils with specific difficulties, such as speech and language delay
- the SENCO will ensure that staff are made aware of children's accessibility needs;
- the school will continue to provide appropriate learning resources in order to make the curriculum fully inclusive and staff will be trained in the use of resources where required;
- School trips and camps will be made accessible to all;
- The PE Curriculum and Resources will be developed to ensure that PE is accessible to all.

2) Physical Environment

The School will take account of the needs of the pupil and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of School premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

In particular:

- Staff will be made aware of children's needs, as accessibility will form part of each child's EHC (Education and Health Care Plan);
- Staff will be updated on disability equality issues periodically in staff meetings / INSET;
- Consideration of Accessibility will form part of any plans to improve, alter or enlarge the buildings or outside areas;
- The Automatic Entrance Door mechanism will be renewed; signage will be made for the door indicating that it opens outwards and the paving marked with visible lines showing the door opening sweep;
- All disabled pupils will have a Personal Emergency Evacuation Plan and staff made aware of their responsibilities;
- If visually impaired children are admitted to the school, lighting and colour contrasts will be reviewed;
- where our school procedures present a problem in the future (through reasons related to disability), we will have individual meetings with parents as necessary in order to arrive at solutions which do not compromise on health and safety

3) Provision of Information

The School will make itself aware of changes in Government legislation and local authority's services, for providing information in alternative formats when required or requested.

- The school website, including the school prospectus and other information about the school, will be maintained;
- Means of information provision to parents and carers will be regularly reviewed;
- Staff will be trained in accessible formats of information provision.

Linked Policies

This Plan will contribute to the review and revision of related School policies and plans below.

- Health & Safety Policy
- School Development Plan
- Supporting Students with Medical Needs Policy
- Administration of Medication Policy
- Educational Visits Policy
- Safeguarding and Child Protection Policy
- Fire Safety Policy (including PEEP assessment where appropriate)
- SEND Policy
- Curriculum Policies
- Equality Policy
- Behaviour Policy

This Policy and the Plan are also available in the following formats, on request to the Headteacher:

email; enlarged print version; pdf with read aloud functions and other formats by arrangement.