

Disability Accessibility Plan Statement

Introduction

This plan/statement should be read in conjunction with the disability audit and the LA Guidance. The Disability Discrimination Act 1995 (DDA) defines a disabled person as: someone who has a physical or mental impairment which has a substantial long term adverse effect on his or her ability to carry out normal day to day activities.

Admissions

The LA is the admissions authority. Under the LA Scarning VC Primary School will ensure that admission arrangements will not discriminate against a disabled person.

It is, however, the duty of the school to ensure that parents / carers are aware of potential difficulties that a disabled child may encounter in the school environment.

Education and Associated Services

1. The school will take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to non-disabled peers.
2. In considering what is reasonable the school will take account of
 - The need to maintain academic standards
 - School budget situation
 - The practicalities of making adjustment
 - Health and Safety factors
 - The interests of other pupils
3. All reasonable steps will be taken to ascertain disabilities of pupils. Consultation with parents / carers will determine strategies to support disabled pupils within school. Relevant information will be passed on to staff to ensure staff awareness.
4. Staff INSET on particular issues will be arranged as appropriate and as soon as is practicable to ensure staff awareness e.g: use of an epipen, asthma, epilepsy, hemiplegia.
5. No pupil will be discriminated against by excluding him / her because of their disability.

Making School Buildings More Accessible

1. It is possible to access all areas of the school. However due to the fact part of the building is old, having narrow doorways and some steps, some difficulties may be encountered. A disabled child/adult would be able to gain access to the main school building and outside classrooms.
2. The school has two disabled toilets; one in the new build and one in the old building.
3. All step edges are painted / in the process of being painted and door handles a different colour to the door.

Curriculum

Scarning VC Primary School is committed to ensuring equality of the curriculum access for all its pupils. This includes a commitment to

- a) An appropriately differentiated curriculum. Wherever possible a child would stay with their peers, but the school recognises that at times it is in the child's best interests to be taught out of their year group. Advice from other agencies would always be sought in these circumstances.
- b) Ensuring that SEND children are identified early and targeted effectively.
- c) Recognise "the whole child" in terms of the development of social skills and providing an environment that nurtures a child's personal and emotional well-being, so that each child feels emotionally safe.
- d) Recognising that the learning environment must be appropriate for the needs of an Autistic Spectrum or Attention Deficit Disorder child. At times these children need a quiet, calm, neutral environment that can be at odds with a stimulating, colourful primary school. At such times these children may need to be taught in a separate area and this is possible if the school has pupil specific funding.
- e) Having a flexible approach to Induction in Reception and throughout the school, so that wherever possible, a disabled child can have an induction programme.

Hearing and Visually Impaired Pupils

1. The school is aware of suggested targets and strategies to address the needs of Visual and Hearing-impaired pupils. The school works closely with the Virtual school of sensory support and implements recommendations. In the event of the admission of pupils with these disabilities' advice will be taken on strategies to be employed.
2. The school is committed to improving the acoustic conditions of all pupils.
 - a) All classrooms have a carpet area.
 - b) Blinds and curtains are placed where they are needed.
 - c) All refurbishments will take into consideration lighting, colour schemes and acoustics.

Rather than produce a medium and long term policies which, to a large extent are hypothetical, given that a school has no way of knowing the nature of future disabilities within the school, the school will respond to the needs of pupils on role as appropriate. The school will continue to liaise with Early Years settings / transfer schools so provisions and plans are in place for any child due to start at Scarning Primary.

Conclusion

This is a working document. The school continuously seeks to develop and improve its services to its pupils and the community.