

RAVENS CROFT CP SCHOOL
SEN DISABILITY ACCESS PLAN

School Accessibility Plan

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by SEN and Disability Act 2001 (SENDA). It also draws on guidance set out in the DfES document 'Accessible Schools' issued in 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) as 'A person has a disability if he or she has a physical or mental impairment that has substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

School Aims

- To provide a caring, friendly environment in which every child can flourish and feel a sense of belonging
- To have high expectations in order to build a strong foundation for life in the areas of social, academic, physical and creative opportunities
- To provide an environment, which actively looks for and celebrates individual achievements
- To provide a secure and stimulating atmosphere, which encourages supportive friendships between individuals
- To foster a feeling amongst pupils of self worth, respect for other people and property
- To foster a successful home/school partnership

School Environment

We recognise that our buildings and facilities need to be of a high standard and that they are safe and suitable to the needs of our pupils now and in the future.

The School acknowledges its duty towards pupils, staff, parents and guardians, governors and members of the wider community who have a disability. Where pupils and prospective pupils are concerned, the school acknowledges its non-discrimination and planning duty under the Special Educational Needs and Disability Act 2001 (SENDA).

Accessibility Plan

The school will review this plan on an annual basis to evaluate:

- The effectiveness of the action taken in the previous school year

- Relevant targets for the next school year
- Responses to any legislative changes
- Changes or expected change to relevant pupil needs

Monitoring will be a constant process and the Headteacher will make the necessary amendments and discuss planning, budgets and other concerns.

Disabled Pupils Participation in the School Curriculum

With consideration to budget restrictions and reasonable expectations, the school will maintain and encourage the following:

Further development of the unified SEN and Disability policy throughout to include:

- Full disclosure and relevant information at transfer
- Regular meeting of staff to share best practice
- A commitment to training for staff to support any pupil with a disability
- Access for specialist help to occur which is reasonable and practicable

Where physical access to the site is difficult for a prospective pupil, the school recognises the need to be proactive in enabling such access.

Improvements to the Physical Environment of the School

Any improvements to the existing building will be governed by the long-term budget put aside for maintenance and improvement. There is an ongoing commitment to upgrade any facilities which will enable all pupils to work in a good, comfortable and safe environment given the budget available.

- The school will continue to identify any areas where disabled access to site may need to be improved if practicable
- Within the fire safety risk assessment the school will update any evacuation procedures as required. School will also consider whether a particular disability might compromise safety in the event of a fire.

The School Curriculum

How does our school deliver the curriculum?

Question	Partial	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 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 i.e. forms of exercise in physical education?		√	
Are school 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.		√	
Do you provide access to computer technology appropriate for students with disabilities?		√	

Is our school designed to meet the needs of all pupils?

Question	Partial	Yes	No
Does the size and layout of areas - including all academic, sporting play, classrooms, the assembly hall, dining hall, library and outdoor spaces all access for all pupils?	√ Classrooms are small, used and adjusted to enable good access		
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and toilet facilities?		√	
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 the school building i.e. tactile buttons		√	
Could any the decor 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?		√	

How does our school deliver materials in other formats?

Question	Partial	Yes	No
Do you provide information in simple language, symbols, large print, on audio tape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	√ On request it is provided		
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?		√	