



Introduction St. Patrick's RC Primary School Accessibility Plan

Mission Statement

**Together, through love and service, we
will come to know God and grow to be the
individuals we were created to be.**

This plan is devised 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

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."

Key Objective

To reduce and eliminate barriers to accessing 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 school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- The school recognises its duty under the DDA (as amended by 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
 - To take reasonable measures 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 his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality

- The school provide all pupils with a broad and balance curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles which underpin the development of a more inclusive curriculum:
 - Setting suitable learning challenges
 - Responding to pupil's diverse learning needs
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

A) Access to the Curriculum

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisors and SEN advisors, 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 written 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.

Action Plan

See Appendix 1

Linked Policies

This plan will contribute to the review and revision of related school policies e.g.

- School development plan
- Staff development plan
- Building and site development plan
- SEND policy
- Equal Opportunities policy
- Curriculum policies