



MARTON-CUM-GRAFTON  
CE VA PRIMARY SCHOOL

## Accessibility Plan

This policy has been reviewed by School Governor: Jessica Mudd

The Governing Body approved the policy: May 2016

The policy will be reviewed: Annually

### Definition of Disability

You are defined as disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do daily activities.

### Main Objectives

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

These objectives are in accordance with the school development plan.

### Principles

This plan has been produced in accordance with the Disability Discrimination Act 1995, as amended by the Special Educational Needs and Disability Act 2001 (SENDA). It uses the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", which was issued by DFES in July 2002.

Compliance with the DDA is consistent with the school's aims, equal opportunities policy, and the operation of the school's SEN 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
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

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- 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 parent's knowledge of their child's disability and its effect on his/her ability, and respects the parent's and child's right 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 style, by:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individual and groups of pupils.
- Endorsing the key principles in the National Curriculum Framework, which underpins the development of a more inclusive curriculum

This plan will contribute to the review of the school development plan and to related school policies including:

- Equal Opportunities Policy
- Curriculum Policy

## Provision

This section outlines the main provisions that Marton cum Grafton C of E (VA) Primary School has made and is planning to make, to achieve the key objectives.

## Delivery of the Curriculum

- Staff receive training in making the curriculum accessible to all pupils and are aware of its importance.
- The school will continue to seek and follow advice of LA services and of appropriate health professionals from the local NHS Trusts
- The A1 Cluster of schools will maintain a bank of resources used to support the diagnosis of specific learning difficulties

## Physical Environment

The site has been made more accessible with ramped access to the main entrance of the school, a disabled toilet and signs that comply with DDA regulations.

The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and make reasonable adjustments if necessary.

## Provision of information in other formats

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

The Accessibility plan is also available on the school website or on request to the Headteacher, in the following formats: - e-mail, enlarged print version, other formats by arrangement.