



Talavera Infant School – Accessibility Plan

<i>Policy Type</i>	<i>Reviewed by</i>	<i>Approved on</i>	<i>Review cycle</i>	<i>Next review</i>
Non Curriculum	Resources Committee	February 2025	Three years or <i>when significant changes to pupils</i>	February 2028

Introduction

The school's Accessibility 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 guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils" issued by the DfES in July 2002.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 as "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".

School Vision

The school will reduce and eliminate barriers to accessing the curriculum and to full participation in the school community for pupils and prospective pupils with a disability.

Mission

The school will ensure compliance with the Disability Discrimination Act through setting appropriate aims, establishing an equal opportunities policy and operating an effective Special Educational Needs (SEN) policy.

Furthermore, the school recognises its duty:

- Not to discriminate against disabled pupils in the Admissions Policy, exclusions, and provision of education and associated service
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish this Accessibility Plan on the school website and make available to parents from the school reception

In addition the school will ensure that:

- In performing their duties, all governors and staff will have regard to the DRC Code of Practice (2002)
- 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
- All pupils will receive a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum by:
 - Setting suitable learning challenges
 - Responding to pupil's diverse learning needs
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Main Activities

The school will (or plan to) undertake the following activities to meets its Vision (above):

- Education and related activities – the school will continue to seek and follow the advice of HCC services including specialist teacher advisers, SEN inspectors and advisers and appropriate health professionals from the local NHS Trust(s)
- 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.
- Provision of information – the school will make itself aware of local services, including those provided through HCC, for providing information in alternative formats when required or requested.

Consultation

The school will seek input from all stakeholders: parents, children, HCC, community, support groups, health professionals, charities in developing and maintaining this plan.

Action Plan

See Annex A. This plan will be reviewed regularly by the Resources Committee to ensure appropriate resources are assigned.

Linked Policies

The plan will contribute to the review and revision of related school policies including:

- School Improvement Plan
- Special Educational Needs (SEN) Policy
- Equal Opportunities Policy
- Curriculum Policies

Responsibility:	Resources
Review cycle:	3 years
Date Agreed:	Feb 2025
Next Review Date:	Feb 2028

Annex A – Action Plan

Action	Person Responsible	Completion Date	Resource Implications
Education and Physical Environment			
Ensure compliance with DDA and Code of Practice	Staff and governors informed of requirements and obligations of DDA and the Accessibility Plan	Jan 25 and ongoing	
School to make necessary adjustments as quickly as possible to welcome any pupils with disabilities who choose to come to the school.	HT	As soon as possible following admission of any pupils who need this	Possible grants to be sought for specialist equipment
Use expertise of Hants advisory teachers for specific children. EG VI advisor for child with sight difficulties, PBS for children with SEMH difficulties	SENCo	As soon as possible following admission of any pupils who need this	
Issue driveway passes for those families who are registered disabled.	SBM	Jan 25 and ongoing	
Provision of Information			
Review emergency evacuation procedures for disabled pupils and visitors. Ensure visitors inform school of the need for a PEEP.	Office staff / HT	Jan 25 and ongoing	
Improve availability of written information in alternative forms: Information for parents in clear print and 'simple' English Provide information in alternative languages Admin staff to support and help parents access information and complete school forms School to use HCC services or ICT programmes to convert written information into alternative forms:- SLS- large format reading texts, braille texts; EMTAS- dual language texts	Admin staff, Head teacher, teachers, support staff contact appropriate services of help parents to find information	Jan 25 and ongoing	Printing and translation costs