

# Dry Drayton C.E (C)

## Primary School



# Accessibility Plan

<b>Dry Drayton C.E (C) Primary School</b>	
Title	Accessibility Plan
Date	26 <sup>th</sup> November 2024
Approved by Head teacher	26 <sup>th</sup> November 2024
Approved by governing body	13 <sup>th</sup> January 2025
Next review date	13 <sup>th</sup> January 2028

## 1. Legal Background

The Disability Discrimination Act (as amended by the Special Educational Needs and Disability Act 2001) requires all schools and LEAs to plan to increase the accessibility of schools for disabled pupils. The specific ways in which our school will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, are detailed below.

Both school and LEAs are required to plan for:

### **a) Improving access to the physical environment of schools**

This includes improvements to the environment of the school, which can include visual, acoustic and physical environments. All new school buildings have to comply with the Building Regulations and the Education (School Premises) Regulations 1999 and should be physically accessible to disabled pupils. Much of the work in the area of improving the physical environment will therefore involve improving access to existing buildings.

### **b) Increasing access for disabled pupils to the curriculum**

Access to the curriculum covers not only teaching and learning, but also the wider curriculum such as after-school activities, leisure, sporting and cultural activities or school visits. LEAs may be able to help schools by offering staff training, encouraging schools to work together and share good practice, and by offering schools a range of support services such as advice on teaching techniques, classroom management and curriculum material.

### **c) Improving the delivery of written information to disabled pupils**

This covers planning to make written information normally provided by the school to its pupils available to disabled pupils. Information should take account of pupils' disabilities and parents' preferred formats and should be made available within a reasonable timescale. LEAs and schools have a duty to review their strategies and plans, revise them if necessary and to implement them. LEAs and schools should prioritise resources for implementing their strategies and plans.

## 2. Definitions

The Disability Discrimination Act describes a disability as a “physical or mental impairment which has a substantial and long-term adverse effect upon their ability to carry out normal day-to-day activities”. Impairments include sensory impairments – such as those affecting sight or hearing, and people who have had a disability are protected from discrimination even if they no longer have a disability. Mental illnesses that are clinically well-recognised are included. So, for example, medically diagnosed ADHD is considered a disability under the Disability Discrimination Act. While many disabled pupils have, or may be eligible for, statements of Special Educational Needs, not all disabled pupils have SEN. Equally, not all pupils with SEN will necessarily have a disability under this legislation.

In line with the Equality Act 2010, “indirect discrimination” is defined as where a provision, criterion or practice is discriminatory in relation to a person’s protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The “**protected characteristics**” are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

a) At Dry Drayton Primary School, we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, acceptance and inclusion.

b) Dry Drayton Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The following areas will form the basis of the Accessibility Plan with relevant actions to:

- Increase access to the curriculum, incorporating after-school and out of school activities and including educational visits.
- Improve access to the physical environment of the school
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities
- In liaison with personnel, parents, pupils and outside agencies, as appropriate, plans will be drawn up to address any individual needs to facilitate full participation in every aspect of school life for any pupil or member of staff

Progress against achieving these actions will be reviewed regularly by consulting and working with governors, parents, pupils and the community. These may include working with a Parent Forum, questionnaires, pupil voice or attendance at community meetings such as the Parish Council.

c) It is acknowledged that there will be the need for ongoing awareness raising and training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.

d) This Accessibility Plan should be read in conjunction with the Equality and Diversity Policy.

e) This Accessibility Plan will be reviewed by the Head teacher and approved by the Governing body every three years.