



Accessibility Plan

Plan reviewed by: SEN committee
Policy last reviewed: January 2017
Next review due: January 2020

General aims and philosophy of the plan

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education.

Duncombe has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to ensure access to education for disabled pupils.

This plan sets out the proposals of Duncombe 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. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

Duncombe's School Development Plan (SDP) 2016-2018 addresses these priorities. SDP Priority Area 2 includes the aim for parents to be aware of services that we can offer for support, e.g. CAHMS, Families First and Chance UK. SDP Priority Area 3 includes the aim for planning and timetables to be rigorously monitored to ensure breadth of opportunity and inclusion for all pupils.

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.'

Other school policies linked with this document

This document should be read in conjunction with other linked documents, including:

- SEND policy and SEN information report
- Health and Safety Policy
- Equalities Information and Objectives
- School Development Plan
- Complaints Procedure

This policy is shared on the school website and is available as a printed document on request. It is reviewed by the relevant member of staff and the SEN committee every 3 years or earlier, if required. The premises committee may be required to review the policy alongside the SEN committee.

Duncombe School Layout

Duncombe school has 3 playgrounds that are all at the same level. The school building consists of a main four-storey block. Whilst Nursery, Reception and Year 1 classrooms are on the ground floor, all other year groups are on the middle and top floors. There are 3 separate flights of stairs to all floors but no lifts. There is 1 disabled toilet on the ground floor. The school office is on the ground floor.

Aims and Objectives:

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning. Advance visits. EVOLVE Form and Risk assessments.	Visit leaders. Educational Visits Co-ordinator. Head Teacher	On-going	School trips & residential visits are accessible for all pupils.
Improve and maintain access to the physical environment	Ensure that adaptations to the physical environment are maintained.	Regular audits of the environment, including: <ul style="list-style-type: none"> • access to the disabled toilet • high-visibility strips on all staircases • soundfield systems in all classrooms • automatic entrance door and low entry buzzers 	Chair of premises committee	On-going	All adaptations are fully functioning.
Increase access to the curriculum for pupils with a disability	Ensure that after-school clubs and care provision facilities are accessible for all pupils.	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required. Training for after-school club staff if necessary.	Head Teacher	July 2018	All after-school club provision at Duncombe has had adaptations made to allow for pupils with physical disabilities to be able to access. Where this is not reasonably possible, alternative provision is available for the child.