

Salehurst CE Primary School

School Accessibility Plan

July 2025

To be renewed July 2028



Introduction

This 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 the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Salehurst School buildings are well designed to meet the needs of disabled pupils:

- all classrooms are on the ground floor, although our Reception room is on two levels
- use of these classrooms can be rotated to meet pupils' needs;
- all public-access rooms, including front and back entrances, toilets, main corridors and hall are on the ground floor, with no steps;
- one toilet is a disabled toilet

However, there are some limitations to disabled access within the school building and school grounds

- the Reception classroom is a split level room, with stairs between these levels and no ramp
- the school library is on a slightly lower level, again with stairs and no ramp
- the school field is on a higher level than the main building and playground. There is no easy access other than by several steps between the two levels

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 access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

Principles

1. Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy;
2. 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
 - to publish an Accessibility Plan.
1. In performing their duties, governors and staff will have regard to the DRC (Disability Rights Commission) Code of Practice (2002).
 2. 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.
 3. 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 styles; and endorses the key principles in the National Curriculum 2014, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils.

Activity

Salehurst School has identified the following points in order to achieve the key objective:

a) Delivery of the curriculum

School 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 the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

In particular:

- staff will receive appropriate training to support pupils with specific difficulties, such as speech and language delay.
- the school will continue to implement dyslexia –friendly procedures in line with its Level 2 Award status.
- the school will continue to provide appropriate learning resources in order to make the curriculum fully inclusive.

b) Physical environment

The school will take account of the needs of pupils and other users 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.

In particular where our school procedures present a problem (through reasons related to disability) we will have individual meetings with parents as necessary in order to arrive at solutions which do not compromise on health and safety

c) Provision of information in other formats

The school website which includes a wealth of information about the school, will be maintained. The school is aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

Linked Policies

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

- School Improvement Plan
- Staff development and training
- SEN policy
- Equal Opportunities policy
- Curriculum policies

Appendix

The plan is also available in the following formats, on request to the school office: email; enlarged print version; other formats by arrangement.

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