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FEDERATION OF PENNY ACRES AND WIGLEY PRIMARY SCHOOL

DISABILITY ACCESSIBILITY PLAN

Disability Accessibility Plan
Policy Number S15
Federation of Penny Acres and Wigley Primary School
September 2019/October 2021

Disability Accessibility Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has 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 and
- to plan to increase access to education for disabled pupils.

Definition of Disability in DDA

A person has a disability if they have a physical or mental impairment with an adverse effect on the person's ability to carry out day to day activities. The effect must be:

- substantial and
- long term.

Aims

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 and
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Priorities

The Federation of Penny Acres and Wigley Primary School has identified its priorities through:

- data collection and analysis, including SATs results, QCA test results, Derbyshire Data Book, RAISEonline and
- consultation including pupil interviews, parent discussions, links with feeder schools and multi-agency meetings such as Annual Reviews.

Our priorities are:

1. To increase access to the broad school curriculum through appropriate teaching and learning, participation in after school activities, leisure and cultural activities and school visits.
2. To improve access to the physical environment of the school including improvements to the physical environment and provision of aids to access education.

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3. To improve the delivery of written information including the provision of texts, timetables, worksheets, homework, school visit information etc in an appropriate format.

Responsibilities

LAs have the responsibility for preparing a written accessibility strategy, which must be implemented over a prescribed period of time, kept under review and be revised if necessary, to achieve three broad aims.

School Governors have the responsibility for preparing a written accessibility plan, which must be resourced, implemented over a prescribed period of time, kept under review and be revised if necessary, to achieve the three broad aims. Governors have a duty to publish information about their accessibility plan in the School Prospectus.