



Introduction

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

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

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

1. Starting points

1A: The purpose and direction of the school's plan: vision and values

At Poplar Farm Primary School we are committed to providing a fully accessible environment and curriculum which values and includes all children and enables them to achieve their very best regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities we provide.

We are further committed to developing a culture of awareness, tolerance and inclusion within our school.

We have high ambitions for any of our pupils who may be disabled, and we expect them to participate and achieve in every aspect of school life.

At Poplar Farm we feel that we have a duty to provide the best education possible for all pupils of school age; regardless of any disability. We will strive to accommodate whatever disabilities pupils and their families may have, utilising the support of outside agencies wherever necessary.

1B: Information from pupil data and school audit

We always monitor the range of needs of pupils at Poplar Farm and ensure that those pupils with long term or transient disabilities are able to participate in all aspects of school life. We are also aware of families where a parent/carer has a registered disability. This information is not routinely collected as it is not a mandatory requirement. Our Special Needs register constantly fluctuates as we seek to ensure that all pupils with a special educational need in their learning receive all of the support required. Adjustment is routinely made for pupils with special needs to ensure that they have full access to the curriculum.

1C: Views of those consulted during the development of the plan

We constantly consult with staff, parents and pupils in the development of the our provision for members of the school, who have disabilities.

2. The main priorities in the School's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

We will work with the pupil, parents, staff member or governor alongside specialists (outside agencies) who can advise what we need to alter to be fully inclusive. Adults involved in the school will be given appropriate advice and training to enable them to provide a fully inclusive education.

Early identification of the needs of any new pupils with disabilities is also an important part of this plan.

The school has identified the following overall priorities for ensuring curriculum access:

- Ensure that TAs are well trained, supported and utilised
- Ensure that new pupils with additional needs are quickly but effectively identified, and their needs known and met as far as practically possible
- Ensure that outside agencies continue to be approached to deal with issues involving greater expertise than staff possess

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

As a new build school the building is fully compliant for pupils with a disability.

However we will continually review our provision to ensure that we are able to meet any individual needs. I.e. providing appropriate systems for the hearing impaired and ensuring that we can accommodate those who may have a visual impairment by making reasonable adjustments.

2C: Improving the delivery to disabled pupils and the wider school community of information that is provided in writing for pupils who are not disabled:

As a Primary School we do not rely on providing too much information for any pupil in a written format. Those who have disabilities therefore are no different from other pupils. We are not aware of any parents who have need for information in any other format.

If at any time we became aware of the need for written information to be produced for any other audience, we undertake that we would enlist the support of outside agencies who could assist us.

The school has set the following priorities for providing information for disabled pupils:

- To continually monitor the success of our written communications.
- To provide amended/altered information as necessary and as far as practically possible.

3. Making it happen

3A: Management, coordination and implementation

We share a whole school approach to meeting the requirements outlined in our Accessibility Plan and review progress on an annual basis with reference to the outcomes identified. The review forms part of our school development planning process, the progress of which is monitored termly by Governors and the Leadership Team. We ensure that all staff receive regular training and support in meeting the requirements of the School Accessibility Plan.

The school has set the following priorities for the management, coordination and implementation of the accessibility plan:

- Major items to appear in the SIP
- Head of School to take lead on major initiatives
- Class teacher to take on day-to-day responsibilities for the pupils in their care.

3B: Finding out about the School's plan

The school makes its accessibility plan available in the following ways:

- On request from the school office;
- On the school website
- The full plan can be made available in a variety of formats, e.g. large print;

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