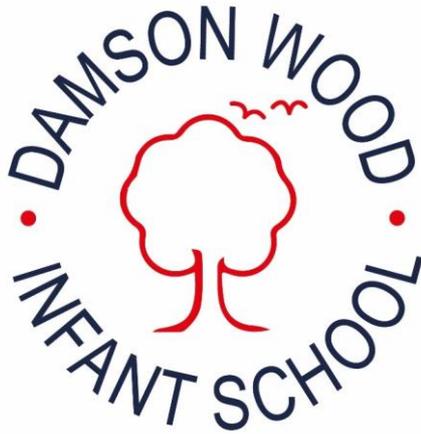


The Central Schools Trust



**INCORPORATING BALSALL COMMON
PRIMARY SCHOOL AND DAMSON WOOD
NURSERY AND INFANT SCHOOL**

Accessibility Plan



flourishing together

Introduction

This policy and plan was drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA) and the Equality Act 2010. It draws on the guidance set out in 'Accessing School: Planning to increase access to schools for disabled pupils', issued by the DFES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) as:

'A person has a disability if he or she has 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 Objectives

To reduce and, where possible, eliminate barriers to accessing the school site and its curriculum and for pupils, staff and visitors, where appropriate, to have full participation within the school community.

Principles

Compliance with the DDA is consistent with the Trust's aims and equal opportunities policy, and the operation of its SEND policy and SEND SIR (School Information Report.) Central Schools Trust (CST) recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and provision of education and associated services
- not to treat disabled people less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

CST 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.

CST 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 2000 framework, which underpins 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 groups of pupils
- Ensuring access to the school's wider provision, such as after school clubs, sporting and cultural activities and school trips

Activity

a) Education and related activities

CST will continue to seek and follow the advice of the LA services, such as specialist teacher advisors and SEND inspectors/advisor and of appropriate health professionals and from local NHS Trusts.

b) Physical environment

CST takes account of the needs of pupils, parents and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

c) Provision of information

CST makes itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Each school within CST carries out accessibility audits to identify potential barriers in the three areas of school life identified above, and has regard to the need to provide adequate resources for implementing plans and to review these plans regularly.

Linked Policies.

This policy should be read in conjunction with related school policies such as

- The Schools' Improvement and Development Plans
- The SEND policy
- SEND School Information Report (SIR)
- Equalities policy
- Curriculum policy
- Medical Conditions in School Policy