

Greentrees School Accessibility Plan

March 2015

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.

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 framework, which underpin the development of an inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school building is relatively new having been built in 2002 and it is fully accessible.

Drawing up an Action Plan

The 3 areas to be considered in this action plan are:

a) Improving Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

[See checklist provided on page 29 DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils"]

b) Improving the Physical environment

The school will take account of the needs of pupils and visitors 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.

[See checklist on page 30 of DfES Guidance.]

c) Improving the Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

[See checklist on page 30 of DfES Guidance.]

The School will strive to ensure that it is aware of the needs of adults and children and regularly seeks data from parents and staff.

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
<u>Short Term</u>	Ensure parents/carers with visual disability have equal opportunity to access information from school.	Highlight on all school documentation that goes to parents that it is available in larger print on request.	Format of documentation altered appropriately.	As required	The school reacts to the needs of both adults and children so that the curriculum is accessible.
	Ensure the curriculum can be accessed by all children	Check timetables and resources are not a barrier to any individual or group's access to the curriculum.	All children access all aspects of the curriculum.	Ongoing	
	Any redecorating work within the school is sympathetic to the visually impaired	Advice taken re-lighting and colour schemes before any further decorating takes place.	The school decorates in a way that is sympathetic to the VI.	As required	
	Collect data from parents about their needs and those of their children so that appropriate provisions can be made.	Send out data collection sheets each September and collate information, sharing as appropriate	Senior leaders including the SENCo and appropriate staff Can make adjustments as necessary	Ongoing	
<u>Medium Term</u>	To ensure the school develops children's awareness of disability.	Ensure there are some learning resources (books etc) that show positive examples of people with disabilities in a positive light. Invite people with disabilities in to school. Use opportunities to show people with disabilities in a positive light: Recent example = Paralympics	When needed, the school provides written materials in alternative formats.	As required From Sept. 2013 Ongoing	
<u>Long Term</u>	Any future plans for further development including our new build will take DDA issues into account.	Work with LA and architects when planning modernisations.	Where it can be reasonably achieved, the school building continues to be accessible for all.	From 2014	