

Sandgate Accessibility Plan

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.

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 of this plan

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.

Updated July 2013

Targets	Strategies	Outcome	Time Frame	Financial implications	Comments/Progress
Short Term					
To continue to remove barriers or potential barriers to disabled members of the school community.	1. Review disabled facilities for new office/reception refurbishment	Improved accessibility and barriers for the physical disabled school community addressed in building improvements	By September 2013	To be costed as part of the project	Improved access by extending and improving paved front to school and installing DDA compliant reception desk and hearing loop.
To increase the extent to which disabled pupils can participate in the school curriculum-through training and support for staff	1. TA to work off line to support staff in setting up and implementing programmes for children identified with specific needs. 2. Impact of these interventions will be monitored three times a year by L&A Committee and LJ/WH	Strategies and support programmes in place and impact monitored ensuring disabled children are able to participate fully in the curriculum	Throughout 2013/14		Constantly reviewed
To increase the extent to which disabled pupils can participate in the school curriculum Speech and language early intervention	1. FS children continue to be screened on entry for S and L difficulties 2. Difficulties identified and further referrals of	S and L identified and early intervention in place allowing children to participate fully in the curriculum	Ongoing		

	<p>intervention programmes put in place</p> <p>3. Teaching staff to attend Language Link Training supplied by The Children's Centre (NHS)</p> <p>4. Impact of these monitored by SENCO</p>				
Ensure that for future improvements, pupils and visitors with physical difficulties and sensory impairments are fully considered when planning refurbishments of site and premises	Involve qualified surveyors in drawing up job specifications and consulting with KCC	Fully compliant DDA building works	Ongoing	Per project	
Medium term					
To improve the delivery of information to disabled members of the school community. Provide additional designated disabled parking for the school and local community.	To consider accessibility of information provided to members of the school community, e.g. prospectus and investigate alternative formats for this information	All members of the school community able to access information provided by the school	Ongoing		Discussions held to assess viability and resources will be channelled to provide information in DDA compliant format on request.

To increase the extent to which disabled pupils can participate in the school curriculum- with a focus on extra curricular activities	Audit children who attend school clubs. Assess if children with identified disabilities are attending clubs and if necessary encourage more children with disabilities to attend clubs	Disabled children are able to access the range of extra curricular activities the school offers	Ongoing		
To continually consider and increase disabled access and provision in school building projects	To follow KCC building guidelines and use qualified surveyors and planners	DDA compliant projects completed	On going	Ongoing	
Provide additional designated disabled parking for the school and local community.			As part of Eversley development project	2013/2014	
Long Term					
To increase the extent to which disabled pupils can participate in the school curriculum - with a focus on extra curricular activities	To audit extended schools provision to see whether it is being accessed by disabled members of the school community	Disabled members of the school community are encouraged to access extended school provision	April 2014		FLO, AEN co-ordinators SLT Community Leader