

Accessibility Plan

2016

TUDOR PRIMARY SCHOOL

Autumn 2016

Review Autumn 2019

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At Tudor Primary School we work hard to ensure that our culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treated with respect. We provide pupils with the opportunity to experience, understand and value diversity.

This plan has been devised to meet current statutory requirement including Equality Act 2010

The definition of disability is:

"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". (Disability Discrimination Act 1995 (DDA))

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

Aim of the plan

- To ensure that we reduce and eliminate barriers to accessing the curriculum and to enable full participation in the school community for pupils, prospective pupils and our adult users with a disability.

Principles

- Compliance with the Disability Discrimination Act 1995 is consistent with the:
 - School's aims, ethos & culture
 - SEND policy
- We recognise that we have a duty under the DDA (as amended by the SENDA) to publish an Accessibility Plan but not to:
 - discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services
 - treat disabled pupils less favourably
- Governors and staff, while performing their duties, will have regard to the Disability Rights Commission Code of Practice (2002).
- We work with parents & carers to ensure the full needs of each individual child are met as we value parents' & carers knowledge of their child's disability and its effect on their ability to carry out normal activities. We respect the individual's right to confidentiality.
- We will provide all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils.
- We endorse the key principles in the National Curriculum which underpins the development of a more inclusive curriculum by:
 - setting suitable learning challenges
 - responding to pupil's diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils

We have identified the following points of action as the main focus of the School Accessibility Plan namely:

- Delivery of the curriculum
- The physical environment of the school

Delivery of the curriculum

At Tudor Primary School we ensure that **t** **all** children are able to access the full curriculum in an exciting and innovative manner so that they can fully use and apply their skills across a range of subjects.

Physical environment of the school

The school is currently undergoing works to transform the school from single form entry to a successful and thriving two form entry.

The building is being updated externally and internal modifications are underway.

Despite the transitional phase, we are able to meet the needs of a number of children with a range of disabilities so that they have been able to access the curriculum fully.

Associated School Policies and Plans

- SEND Policy
- Teaching and Learning Policy
- Assessment & Tracking Policy
- Staff handbook

Effectiveness

We believe this plan will be effective and we are committed to being pro active in our response to any new requirements.

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