



Darlinghurst School

School Accessibility Plan (2014 - 2017)

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

At Darlinghurst School we are committed to giving all of our children every opportunity to achieve the highest standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. At Darlinghurst we aim to promote the individuality of all our children, irrespective of their ethnicity, attainment, age, disability, gender or background and to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- 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.
- In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002);
- The school 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;
- 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 a more inclusive curriculum by:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objectives. (outlined below).

a) Education & related activities

In addition to providing a rich, stimulating and differentiated curriculum the school is determined to identify and remove all barriers to learning to ensure that all children are equally able to access the curriculum. Consequently we will continue to seek and follow the advice of the Local Authority, (LA) such as specialist teacher advisers and of appropriate health professionals in order to support staff to make “reasonable adjustments” to ensure equal opportunities for all.

b) 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.

c) 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.

d) Financial planning and control

The Principal with the Senior Leadership Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process.

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Development Plan
- Building and site development plan
- SEN policy
- Equal Opportunities policy
- Curriculum policies
- Governor training plan

Date of Plan: September 2014(Reviewed and updated April 2015)

Date of Review: Autumn Term 2015 (in light of new building work to be undertaken)

Member of staff responsible: Principal, Governors and all staff

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*Added to plan April 2015

		Objective	What	How	When	Goal to be achieved
Short Term	1	Raise staff awareness of disabilities issues	Consider specific needs of current children and staff and potential future needs	Staff meetings Governors meetings Advice from experts	On-going	School to comply with requirements of DDA, SENDA and new SEN Code of Practice
	2	Improve acoustics in Year 3 classroom	Identify appropriate ways of reducing the noise for the hearing impaired	Advice from HI specialist teacher Source and implement new flooring provision	Spring 2015	Improvement in acoustics for hearing impaired children in year 3 classroom – to be sustained for future year groups
	3	Ensure all playground surfaces are smooth and do not pose a danger	Identify any areas that may be at risk of causing harm e.g. raised tree roots	Remove tree roots and ensure playground smooth	February 2015	All areas of playground are free from risk of tripping
	4	Ensure that all school trips are accessible for pupils with physical or learning disabilities	All class trips to be accessible to all	Thorough planning and advance visits	On-going	All trips are accessible to all pupils
	5	Ensure internal stairways meets requirements*	Stripping on stairways becoming worn and needs replacing*	Replace worn stripping	Summer 2015*	Internal stairways meet requirements
	6	Removal of stagnant water threats from tyres in EYFS play areas *	Identify appropriate ways of reducing threat of stagnating water	Advice from Cystic Fibrosis specialist Team	Summer 2015*	Threat of stagnating water to be reduced and consequently risks to pupils
	7	Ensure all doors are DDA compliant	Door from Year 2 classroom to corridor behind Year 1 does not appear to open sufficiently to enable wheelchair access*	Check requirements and accessibility and make necessary adjustments	Summer Term 2015*	Door way from Y2 classroom to corridor to Y1 class meets DDA requirements

Medium Term	8	Improve access to outside learning area – Beach Huts	Identify appropriate access materials	Obtain quotes and costings Identify best solutions and implement	Summer Term 2015	Access to Beach Huts enabled for all learners
	9	Ensure that all external steps/edges meet requirements*	All outside step areas are visible, particularly to those with visual impairments	External steps to be monitored and reviewed. Where fading starts to pose a potential risk the need to repaint identified and implemented	Summer Term 2015*	Any worn edges to be repainted in accordance with current requirements
Long Term	10	Ensure any new classrooms currently being built are suitably accessible	Identify requirements within the planning and implementation stage	Identify requirements within the planning and implementation stage	Autumn Term 2015	All classrooms are suitably accessible
	11	Ensure any new classrooms currently being built and all other classroom are acoustic friendly	Identify requirements within the planning and implementation stage	Identify requirements within the planning and implementation stage	Autumn Term 2015	All new classrooms are acoustically friendly

