

# Headlands Primary School Accessibility Plan 2009 – 2012

## Introduction

For the clarity of this document, a disability is defined as:

**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.**

In September 2002 the Disability Discriminations Act (DDA) outlawed the discrimination by schools and local education authorities against current and prospective pupils in their access to education.

One of the new duties for all schools is to plan to increase, over time, the accessibility of schools for pupils with disabilities. Legislation requires schools to have an accessibility plan in place by April 2003.

## The Accessibility Plan

The plan details the arrangements, over a three-year period, that we are aiming to implement to increase accessibility for the school for pupils who have disabilities. The Plan is reviewed annually.

The plan focuses on three key areas for development, as recommended by the DDA.

- 1) Increasing access for the disabled pupils to the school curriculum
- 2) Improving access to the physical environment of schools
- 3) Improving the delivery of written information to disabled pupils

The plan is published in the schools booklet that also contains the governor's annual report to parents.

## Responsibilities

Where areas of the school are accessed by the general public the DDA places a requirement to remove the physical barriers to access (where reasonably practical) by October 2004. All subsequent building projects will have regard to improving disabled access.

<b>AIM1: to improve access to the physical environment</b>							
<b>REF</b>	<b>ACTION/ACTIVITY</b>	<b>RESP</b>	<b>TIME</b>	<b>RESOURCES</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING &amp; EVALUATION</b>	<b>COMMENTS</b>
1.1.1	To place high visibility ,non-slip strips on stairs	MG	Dec 09	£100	Strips in place	AL	

<b>AIM2: to improve access to the physical environment</b>							
<b>REF</b>	<b>ACTION/ACTIVITY</b>	<b>RESP</b>	<b>TIME</b>	<b>RESOURCES</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING &amp; EVALUATION</b>	<b>COMMENTS</b>
<b>2.2</b>	<b>To improve the management of people with disabilities</b>						
2.2.1	Office staff to attend renewed training on the management of people with disabilities	MSeY	By Sep 2010	£400	SD and MS trained	Govs	
2.2.2	To install an induction loop to aid communication	MS	By Sep 2010	£200	Induction loop installed and signed	HT	

<b>AIM3: To improve the delivery of written information</b>							
<b>REF</b>	<b>ACTION/ACTIVITY</b>	<b>RESP</b>	<b>TIME</b>	<b>RESOURCES</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING &amp; EVALUATION</b>	<b>COMMENTS</b>
<b>3.1</b>	<b>To be responsive to parental requests</b>						
3.1.1	To provide an interpreter, if required, to read out letters to parents for whom English is an additional language.	HT	Ongoing	Bank of parent helpers	Interpreter used	Govs	School has a database of willing parents and their language
3.1.2	To continue to offer translations as promoted on the school's letters	HT	Ongoing	None	Letters issued with footer	Govs	Has been in place for some time now
3.1.3	To respond, within reason, to parental requests for information in different formats	HT	Ongoing	£250	Money used as required	Govs	To put aside funding in school budget each year to fund any such reasonable requests.