

## **APPENDIX D**

### **Accessibility Plan**

#### **Introduction**

This plan is to be read in conjunction with the school's Equality Community Cohesion & Policy plus the School Development Plan.

Responsibility for the plan lies with the headteacher and governing body. In Great Tew the plan will be managed by the headteacher working with the Equality Working Party, consulting where necessary with other Governing Body Committees e.g. Buildings/H&S Committee

This plan sets out our proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act 1995 (DDA)

1. Increasing the extent to which disabled pupils can participate in the school curriculum.
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
3. Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

#### **1. Increasing the extent to which disabled pupils can participate in the school curriculum.**

- 1.1** Great Tew School seeks to remove all barriers to learning and participation for disabled pupils and will look into individual circumstances, leading to a flexible, tailored response.
- 1.2** We will continue to provide facilities for children to access the curriculum via the SEN framework and through differentiated work.  
The school will continue to develop and extend its SEN practice.
- 1.3** The school will continue to set and monitor individual targets for pupils and this should alert staff to circumstances where pupils are unable to access the curriculum.  
The school will continue to develop and extend its target setting practice.
- 1.4** By paying close attention to individual needs, the school monitors the extent to which disabled pupils participate in and benefit from the curriculum and we take steps to ameliorate any problems we identify.

#### **1.5**

#### **ACCESSIBILITY PLAN cont.**

#### **2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

- 2.1** When resources allow, internal works to improve the main school are carried out. The

needs of the disabled in our existing and potential future intake are considered during these works.

- 2.2 In particular, when resources and permissions allow , we aim to increase the classroom space allocated to key stage 2 children.
- 2.3 Where required we are able to reorganise room allocation to cater for a pupil's disability.
- 2.4 The school implements colour contrast decoration schemes to aid the visually impaired when the buildings are decorated.

**3. Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.**

- 3.1 This will be achieved through a personalised approach. Where an individual's disability prevents them accessing writing they will be classed as having a SEN and this will trigger the production of an Individual Education Plan to address this.
- 3.2 We will liaise with Local Authority support services to obtain specialised advice and equipment

**4. Making it Happen**

This accessibility plan will be implemented, publicised, reported and reviewed as described in the school's Equality & Community Cohesion Policy.

Immediate priorities will be presented in detail in the annual School Development Plan