

ISL SURREY PRIMARY SCHOOL ACCESSIBILITY PLAN

This policy was adopted on 20th November 2017
This policy is due for review on 20th November May 2018

Purpose of Plan

This plan shows how The International School of London Surrey intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse affect on his/her ability to carry out normal day-to-day activities

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.

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, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school building is recently changed from a primary/secondary school to a primary school only. The main building and the smaller building across the playground are fully accessible.

Drawing up an Action Plan

The 3 areas to be considered in this action plan are:

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts. [See checklist provided on page 29 DfES Guidance "Accessible Schools:Planning to increase access to schools for disabled pupils"]

1.b) Improving the 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. [See checklist on page 30 of DfES Guidance.]

1.c) Improving the Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested. [See checklist on page 30 of DfES Guidance.]

Signed on behalf of staff..... Date:

Signed on behalf of SLT Date:

Target	Strategies	Outcome	Timeframe
Ensure parents/carers with a disability have equal opportunity to access information from school.	Highlight on all school documentation that goes to parents that it is available in larger print on request.	Format of documentation altered appropriately.	Ongoing
Ensure the curriculum can be accessed by all children	Check timetables and resources are not a barrier to any individual or group's access to the curriculum.	As required	Ongoing
Any redecorating work within the school is sympathetic to anybody who has a disability	Advice taken re-lighting and colour schemes before any further decorating takes place.	As required	Ongoing
To ensure the school develops children's awareness of disability.	Ensure there are some learning resources (books etc) that show positive examples of people with disabilities in a positive light. Invite people with disabilities in to school. Engage with SEND weeks in school. Use opportunities to show people with disabilities in a positive light: example = Paralympics (Hannah Cockroft)	As required	Ongoing
Plans to further develop the building take DDA issues in to account.	Work with LA and architects when planning modernisations.	The building continues to be accessible for all where possible.	Ongoing