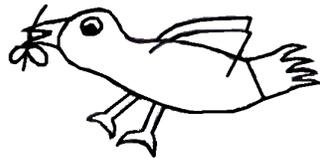


Mengham Infant School

Accessibility Plan



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Mengham Infant School
where a happy child is a learning child

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Mengham Infant School

Accessibility Plan

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the Special Educational Needs and Disability Act 2001 (SENDA) and Disability Discrimination Act 2005. It draws on guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils' issued by DCSF 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'. Also see revised definition as amended by the Disability Discrimination Act 2005.

Key Objective

The objective is 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 Disability Discrimination Act is consistent with the school's aims and School Equality 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 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 2000 framework, 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.

Access Initiative Strategy

As the school buys into Hampshire's Property Services SLA, this initiative means that any adjustments required as a result of any disability need, Property Services will cover the cost of these changes.

Linked Policies

This plan will contribute to the review and revision of related school plans and policies, i.e.

- School Learning Improvement Plan
- SEN Policy
- School Equality Policy
- Curriculum Policies

The plan is also available in an enlarged print version, on request from the school office.