MELCOMBE PRIMARY SCHOOL
THAMES FEDERATION
HIGH EXPECTATIONS | ENRICHMENT | EXCELLENCE

Accessibility Plan

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 2014 (SEND). It draws on the guidance set out in'Accessible Schools: Planning to Increase Access to Schools for Disabled Pupils' issued by the DfES in July 2002.

Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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

To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in the Melcombe Primary School community for pupils, and prospective pupils, with disability.

However, the school is housed in a building dating from the 1900s. The building is situated on the Fulham Palace Road and has four levels and nine sets of steps / flights of stairs.

Although some work could be carried out for mobility-disabled pupils on the ground level, major building work would be required before the building could successfully meet the needs of pupils in wheelchairs or those with severe problems on all levels.

Principles

Compliance with the DDA is consistent with school's aims and equal opportunities policy, and the operation of 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 admission 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 seeks to provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorsesthe key principles of the current curriculum, 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.

Activity

EDUCATION & RELATED ACTIVITIES:
The school will continue to seek and follow the advice of LA services, such as specialist teachers, advisers and SEN inspectors / advisers, and of appropriate health professionals from the local NHS Trust.

PHYSICAL ENVIRONMENT:
The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertake future improvements and refurbishment of the site and premises.

PROVISION OF INFORMATION:
The school will make itself aware of local services, including those provided through the LA, for providing information in alternative format when required or requested.