

Accessibility Plan

Date	Review Date	Coordinator
1.9.15	1.9.18	L Pajak

Our vision

At Charlton Kings Junior School, our vision is that children leave us exceptionally well prepared for life's journey, wherever that may lead, and is encapsulated in our school motto:

Believe in yourself

We aim, through constantly seeking the highest quality of teaching and learning, to enable our children to:

- realise their academic potential and to be equipped to be successful in the next stage of their school career
- be socially mature; demonstrating a high degree of emotional intelligence, empathy, understanding, tolerance and engagement with society
- possess effective life-long skills: resilience, resourcefulness and respect
- develop appreciation and love of life: aesthetically, physically and spiritually

Charlton Kings Junior School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the School community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

The definition of disability is:

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

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

We recognise :

- Our duty under the Disability Discrimination Act ('95) as amended by the SENDA (2001)

“from September 2002, it will be unlawful for Schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services”

Schools and LAs must:

- not treat disabled pupils less favourably; and

Charlton Kings Junior School

- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty);
- recognize the duty to publish Accessibility Strategies and Plans.

Scope of the Plan

This plan covers all three main strands of the planning duty:

1. Improving the physical environment of School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.
 - a. This strand of the planning duty covers aids to improve the physical environment of the School and physical aids to access education. The physical environment includes things such as steps, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.
 - b. Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific equipment and specialist pens and pencils
 - c. The provision of a special piece of equipment or extra assistance will be made through the SEN framework and to a lesser extent through the planning duty which applies to all Schools.
2. Providing for the future population of the School. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEN but the School might as a general measure provide blinds and adjustable lighting through the planning duty.
3. Increase the extent to which disabled pupils can participate in the School's curriculum. Schools will be expected to plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework.
4. Improving the delivery of information to pupils with disabilities. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

Other related School policies:

Equality for disabled pupils is included as an explicit aim in all of the School's policies and is supported by the School's other policies including:

- Teaching and Learning
- Equal Opportunities
- Behaviour
- Admissions
- School Development Plan

Charlton Kings Junior School

- Offsite Visits
- SEN policy
- Exclusions

Headteacher:		Date:	
Governing Body:		Date:	