

**Brighter Futures Academy Trust**  
**FIELD LANE PRIMARY SCHOOL**  
**DDA – Accessibility Plan Policy**



<b>Name of Policy Writer/Amendments</b>	<b>Date Written/Amended</b>	<b>Next Review Date</b>
V. Rawsley	December 2015	December 2017

## DDA - Accessibility Plan 2015-2017

### Introduction

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). The board of Governors of Brighter Futures Academy Trust recognises the following duties that this places upon them;

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to make reasonable adjustments to the school buildings so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The planning duties of the DDA makes three requirements of the Governing body:

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

Schools are required to resource, implement and review their accessibility plan as necessary.

This plan will be monitored and evaluated by the General Purposes Committee of the board of governors. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

*"A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities" – the DDA definition of disability*

### Disability and Field Lane Primary School

Field Lane's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour, sexual orientation or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school's Special Educational Needs Policy as well as Equal Opportunities Policy.

### Access to this plan:

This plan will be made available upon request to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

This plan will be shared with Senior Management and will inform relevant aspects of the school's development plan.

This plan will be made available to Ofsted and HMI inspectors upon request.

Supporting Policies:

Single Equality Policy

Special Educational Needs

Curriculum Policies

Anti-bullying

Educational Visits

Previous Adaptations made to the school;

- Internal wheelchair lift to the KS2 department.
- Disabled toilet on the ground floor.
- Disabled changing facilities on the ground floor.
- Ramp and wheelchair access onto the ground floor building.
- Sloped wheelchair access into the playground.
- Wheelchair access for visitors to the hall via the playground.
- Installation of electronic white boards in teaching rooms – it is recognised that children with Learning Difficulties and problems with their sight or are partially sighted find it easier to learn when an electronic white board is used.