



Sir John Lillie Primary School

Accessibility Policy

1. INTRODUCTION

This document outlines the Sir John Lillie Primary School ("SJL") Accessibility Policy. It details how the issues related to accessibility are approached throughout SJL. This policy is reviewed on an annual basis or as circumstances require.

SJL occupies a 3 story Victorian building is **not** well designed in meeting the needs of disabled pupils. There is also a community room located in the ground floor of the School House which is also located in the school grounds.

- Although all classrooms on the ground floor are accessible to wheelchair access, all other floors are reached by stair access only.
- There are ramps allowing access to the community room, and the ground floor by the play centre entrance and the nursery.
- Disabled toilet facilities exist on the ground floor in the main building and in the community room.

2. 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".

3. KEY OBJECTIVE

To reduce and eliminate barriers which stop access to the curriculum and do not allow full participation in the school community for pupils, prospective pupils and adult users with a disability.

4. PRINCIPLES

1. Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.
2. 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.

3. 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.
4. 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 2014 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 individual and groups of pupils.

5. PHYSICAL ENVIRONMENT

The school will seek the support and guidance of LA specialists if the current physical environment of the school prohibits access to a pupil or prospective pupil in the school. This applies equally to a child with a sensory impairment as one with a physical difficulty.

The school will take account of the needs of pupils and other users 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.

6. PROVISION OF INFORMATION IN OTHER FORMATS

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.