

General Policy Document (Statutory)

Document Name: Accessibility Plan

First Written Date: May 2003

Review Date: January 2019

Reviewed By: All Staff

Ratified By Full Governors Date: March 2019

Next Review Date: January 2021

Document No: GP004



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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 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES 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."

Key Objective

To reduce and eliminate barriers to access to the curriculum and to enable full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's Inclusion 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 to meet the needs of individual pupils and their preferred learning styles. The development of a more inclusive curriculum includes:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objective (above).

a) **Education & related activities**

The school will continue to seek and follow the advice of other professionals through devising and implementing appropriate staff training and development.

b) **Physical environment**

The school will take account of the needs of pupils and visitors 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.

c) **Provision of information**

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

d) **Financial planning and control**

The Headteacher and the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time the School Accessibility Plan will be integrated into the School Development Plan. Key actions will be included in the Premises Development Plan.

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Development Plan
- Continual Professional Development policy
- Premises development plan
- Inclusion policy
- Equalities policy
- Curriculum policies
- Governor training programme

Appendix 1

Increasing access for disabled pupils to the school curriculum				
Action to be taken	Outcome	Resources	Timescale	Responsibility
Use the NC guidelines to support the differentiation of the curriculum	Individual pupils make progress and demonstrate what they can achieve.	Teacher time	Ongoing	HT
Include specific reference to disability equality in all curriculum reviews and planning	Gradual introduction of disability issues into all curriculum areas	Planning Time	March 2017	SENCo/LM
Continue to deploy the use of flexible groupings of children	Children able to work collaboratively and in ability groups as appropriate	Teacher time	Ongoing	HT
Maintain the good practice in target setting	Use P scales as appropriate as best fit performance indicators.	Teacher time	Ongoing	SENCo
Improve provision for children with ADHD and related disorders	Develop staff's knowledge and skills in managing children with ADHD etc.	Training Budget	Short/medium term	SENCo
Purchase resources as necessary to aid teaching and learning for children with disabilities E.g. Colour filters/ matt laminating skins for children with limited sight. PE – textured balls/high visibility balls ICT – screen covers/large mouse Writing slopes	Children with disabilities able to access the curriculum	Budget share	Medium term	SENCo
Share good practice through the FOS/ SENCo Forum	Staff aware of and able to adapt examples of good practice	Teacher time	Ongoing	SENCo
Contact other professionals who can provide advice and support as appropriate	Staff able to access information regarding the implications of different disabilities and on the management of particular health needs in the classroom.	Teacher time	Short/medium term	SENCo

Ensure all school visits and trips are accessible to all pupils	All pupils are able to access all school trips and take part in a range of activities including residential.	Planning Time	Ongoing	EVC / SENCO
Review PE curriculum to ensure PE is accessible to all pupils	All pupils have access to PE and are able to excel. PE curriculum includes disability sports e.g Wheelchair basketball	Planning Time	March 2017	SENCO & PE co-ordinator
Ensure disabled children can take part equally in lunchtime and after school activities	Disabled children feel able to participate equally in out of school activities.	Planning Time	As required	SENCO
Signage around school in other languages	All stakeholders feel they are welcome in school	Preparation time	Spring term 2017	Headteacher / SENCO
Share good practice through our Equality Forum link with Ireland Wood Primary School	Children with disabilities are able to access the building and school grounds for shared learning experiences. Raise awareness at BPS of the provision we can put in place to enable children with disabilities to access the curriculum and physical space	Teacher time	Short term	Headteacher / SENCO

Improving access to the physical environment of schools				
Action to be taken	Outcome	Resources	Timescale	Responsibility
To be aware of the access needs of disabled children, staff, governors and parents, carers Ensure the school staff & governors are aware of access issues.				

<p>a) to create access plans for individual disabled children as part of the Personal Plans process.</p> <p>b) to ensure staff and governors can access areas of school used for meetings</p> <p>c) Annual reminder to parents, carers through newsletter to let the school know if they have difficulties accessing areas of school.</p> <p>d) Staff to share SENCO passport information with volunteers and support staff to ensure continuity of care for the children</p>	<p>Personal plans are in place for disabled pupils, and all staff are aware of pupils' needs. Short ,medium and long term plans are in place for all SEN children. All staff & governors able to access meetings.</p> <p>Parents have full access to all areas of school.</p> <p>Volunteers are aware of needs of SEN children at all times</p>	<p>SENCo Time</p>	<p>As required</p> <p>Ongoing</p> <p>Ongoing</p>	<p>SENCO / classteacher</p> <p>Headteacher</p> <p>Headteacher</p> <p>SENCO</p>
<p>Ensure everyone has access to the school Reception.</p> <p>a) ensure the area is accessible- no barriers</p> <p>b) provision of appropriate seating</p>	<p>Disabled parents / carers / visitors feel welcome.</p> <p>Visitors can sit down if waiting for reception.</p>	<p>Superintendent time</p>	<p>Ongoing</p>	<p>Headteacher</p>

<p>c) External bell is accessible to wheelchair users.</p>	<p>Wheelchair user able to access school</p>			
<p>Maintain safe access for visually impaired stakeholders</p> <p>a) Paint yellow paint on step edges</p> <p>b) Check exterior lighting is working on a regular basis</p>	<p>Visually impaired stakeholders can move around the school site safely and independently .</p>	<p>September 2014</p>	<p>Ongoing checks</p>	<p>Superintendent / Health & Safety Committee</p>
<p>Ensure all disabled stakeholders can be safely evacuated</p> <p>a) Ensure there is a personal emergency evacuation plan for all disabled pupils.</p> <p>b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the SENCO passport information</p> <p>c) If a person uses a wheelchair they must not be in a classroom where the</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation.</p> <p>Disabled people in wheelchairs can be evacuated quickly and</p>	<p>Business Manager time</p>	<p>Ongoing</p>	<p>SENCO</p>

emergency exits are down steps – Pegasus classroom	easily			
a) Provide hearing loops in classrooms to support pupils with a hearing impairment b) Take advice from LA on appropriate equipment if this becomes necessary Provide wireless system for YR pupil	All children have access to the curriculum	As required Feb 2014	Ongoing	Headteacher
Carry out regular premises inspections paving	Reduced trip hazard	Budget share / Devolved capital	Ongoing checks	Superintendent / Health & Safety Committee
Install chair lift in US Hall access Yr 5/6 classrooms	School more accessible	Budget share / Devolved capital	Long term	Building and finance governors

Improving the delivery of written information to disabled pupils and parents

Action to be taken	Outcome	Resource	Timescale	Responsibility
Consult with the other professionals to access materials in a variety of formats and support individual pupils as necessary.	Work matched to the individual needs of pupils	Teacher time	As required	SENCO
Signage around school to be	All stakeholders feel		Spring term 2017	VL

in other languages	welcome			
Inclusive discussion of access to information in all parent/teacher annual meetings Ask parents about preferred formats for accessing information e.g. braille, other languages	Staff more aware of preferred methods of communication, and parents feel included. Children's needs met	Annual meeting	Annually	SENCo
Improved access to other professionals who can provide advice and support as appropriate through JCC, targeted services etc	Children, parents and staff receive appropriate support to enable the children to make good progress	SENCo time	Ongoing	SENCo

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Changes March 2014

Equal Opportunities policy changed to Equalities Policy
Included work with Ireland Wood School

Changes March 2016

IEPs to personal plans.
LEA to LA.
All pupils are able to access all school trips and take part in a range of activities including residential.
Changed dates where necessary.