

Burnopfield Primary School Accessibility Plan 2014-2017

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- 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 increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving 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.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Date of Plan: April 2014 To be reviewed annually.

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.’

The purpose and direction of the school’s plan: vision and values

At Burnopfield Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Burnopfield Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- ❑ girls and boys;
- ❑ minority ethnic and faith groups;
- ❑ children who need support to learn English as an additional language;
- ❑ children with special educational needs;
- ❑ gifted and talented children;
- ❑ children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Information from pupil data and school audit

We currently have a whole range of children of all backgrounds, needs and abilities.

As 24th April 2014 we have children with

- asthma
- PICA
- Food allergies
- Exccema
- Epilepsy
- Autism
- Missing digits
- a member of staff who is registered disabled.

We collect information from the Early Years settings, so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

Views of those consulted during the development of the plan

All people consulted value the ability of the school to cater for the differing needs of pupils. No issues were raised on a recent survey.

The main priorities in the school's plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary **to fully include them in the life of the school.**

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.

Action plan is below:

Burnopfield Primary School

Accessibility Plan: April 2014 – March 2017

The proposed actions below are in order of priority, though 12 – 16 (*italics*) are ongoing:

	Issue	Action	People/Resources	Timescale	Success Criteria
1	Liaise with staff, parents and parents of children with disability and ensure their needs are being met	Issues raised by member of staff with disability. Full risk assessment to be done.	HT	By end April 2014	Completed and agreed by staff member, HT and Site Manager 01.04.14
2	Assessing the impact of the policies and practices by monitoring and seeking views of disabled people	Ensure as policies are reviewed impact of accessibility are considered.	HT/Governors	Annually	Policies to consider accessibility
Promoting the curriculum for disabled pupils					
3	Ensure that pupils with disabilities have access to ICT facilities	Child with disability given access to ICT and scribe as appropriate	J Dourish Class teachers	From Sept 2013	Child able to produce written work
4	Ensure school visits are made accessible for all pupils irrespective of attainment or disability	Ensure accessibility is considered in the first stages of planning of any visits.	Class teachers	Termly	All children able to take part in visits
5	Ensure timetables address the needs of all children with disabilities to include additional movement lessons	Movement difficulty classes available for children with motor difficulties. Consideration of accessibility in extension activities and PE.	SENCO	Termly	Children with disabilities included in activities
Improving quality of information for and about disabled pupils and adults					
6	Ensure that any parent who has a disability can receive information by alternative	Class teacher aware of parents with reading difficulties – ensures information is transmitted verbally.	Class teacher	Weekly	Parents receive all information from school

	method if necessary				
Improve the physical environment of the school and its services					
7	Move location of classroom for teacher with disability	Classroom close to accessible toilet. Duties amended to negate need to cross over to infant building and yards although these are accessible if required.	HT and Site Manager	April 2014	Teacher able to return to work
8	Designate parking bay for member or staff with disability	Teacher unable to walk long distances. Parking space to be reserved for member of staff close to accessible entrance.	Site Manager	April 2014	Teacher able to access classroom with minimal distance to walk.
9	Create adult accessible toilet appropriate to the needs of staff member	Teacher requiring accessible toilet close to classroom.	HT / Site Manager	April 2014	Teacher able to return to work
10	Provision of blue wheeled chair and laminated help cards for member of staff with disability	Member of staff needs to be able to move around classroom whilst sitting. Layout of classroom to take account of this.	HT/Site Manager	April 2014	Teacher able to access pupils whilst sitting
11	Full slips, trips and falls risk assessment to be undertaken	Member of staff vulnerable to falls. All staff to be aware of need to be particularly careful not to create tripping hazards and to report to Site Manager where required.	Site Manager HT	April 2014	Staff made fully aware of all requirements meeting w/c 22/4/14

12	Access to school productions for adults with disabilities	Ensuring sufficient space in hall for any parents or carers with disabilities. Arranging access early if required for ease of movement	HT/Site Manager	Termly	All adults able to access school productions.
	Others				
13	Training for pupils and staff with medical conditions	Anaphalaxis training	School Nurse	4.12.13	Staff trained and assessed