



# BEDENHAM PRIMARY SCHOOL

## Accessibility Plan September 2016

### 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 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 SEN policy;

The school recognises its duty under the DDA (as amended by the SENDA) and agrees:

- 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 and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 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 individuals and groups of pupils.

Everyone involved with the child must work together, including parents, schools, other statutory and voluntary agencies.

We are committed to providing the best possible education with high expectations of all our pupils in all aspects of their school life. Every member of the school community plays a part in their success. We will ensure through our actions and words that the children understand the following commitment to them, that.....'Our school is a place where the staff and parents will help us to feel safe, to achieve our very best and help us to become successful learners in everything we do.'

### **Activity**

#### **a) Education & related activities**

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Staff have high expectations of all pupils and ensure lessons provide opportunities for all pupils to achieve and provide alternative approaches as required to meet the needs of groups and individuals. They actively seek to remove barriers to learning and participation.

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

### **Action Plan**

An action plan has been developed with the aim of further improving accessibility in relation to the three identified activities above: Education & related activities, Physical environment & Provision of information. *The HCC Access Team self-audit document contributed to the action plan.* This is revisited annually and updated as required. See appendix 2.

### **Linked Policies**

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

- School improvement plans
- Staff development plans
- SEN & inclusion policies
- Equalities policies
- Curriculum policies.

Agreed at the Governing Body Meeting on: 20 March 2012

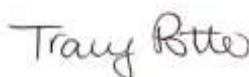
Minute Reference: 8c

To be reviewed: 2015

Reviewed: Minute reference:



Chair of governors: \_\_\_\_\_ Headteacher:



Reviewed: Oct 2015

## **Appendix 1**

Date of Accessibility Plan : March 2012, updated October 2015

Date of Review : 2018

Member of staff responsible: .Tracy Potter

Governor(s)/Committee(s) responsible: Resources Committee

This plan was originally drawn up by the Governors policy working group based on an access self-audit and consequent update completed by T.Potter.

The following were consulted on the original draft plan:

- Parent council Date: 28<sup>th</sup> February 2012
- School council: Environment committee Date 29<sup>th</sup> February 2012
- Reviewed September 2016

## Appendix 2 Accessibility action plan

**EDUCATION & RELATED ACTIVITIES - Teachers are able to more fully meet the requirements of all children's needs concerning accessing the curriculum. See also school improvement plan**

Objective	Actions	Outcomes	Time	Responsible	Cost	Success Criteria
<p>Improve progress of SEN pupils towards achieving IEP targets</p> <p>Continued improvements to classroom environment to ensure they act as a learning aid for all pupils</p> <p>Improve the quality of displays around school</p> <p>Provide a broad &amp; balanced curriculum and continue to improve the quality of teaching &amp; learning</p>	<ul style="list-style-type: none"> <li>At least termly assessment of progress through monitoring of IEPs.</li> <li>Continue to involve parents and pupils in developing new targets : New parent mentor meetings in place</li> <li>Monitor current &amp; previous IEPs for progress over time.</li> <li>Evaluate provision mapping</li> <li>Classroom environment checked regularly by year teams</li> <li>Regular learning walks – staff, pupils &amp; governors.</li> <li>Environment audit by Newly appointed Eco Warriors school councillors</li> <li>Ensure all displays are appropriately labelled for children.</li> <li>Regular learning walks – staff, pupils &amp; governors.</li> <li>Planning and work scrutiny.</li> <li>Team planning.</li> <li>Lesson study approach &amp; coaching to improve quality of teaching &amp; learning</li> <li>Lesson observations</li> <li>Trips and visitors to enhance learning</li> <li>Theme weeks</li> </ul>	<p>Data available regarding % of IEP targets achieved.</p> <p>Data available regarding parental involvement in IEPs.</p> <p>IEP targets &amp; provision maps over time demonstrate progress</p> <p>Targets and learning aids (including working walls) are clear from all areas of the classroom</p> <p>Displays are clear, well labelled, well-presented and support or celebrate children's learning</p> <p>Quality of teaching &amp; learning improves for <b>all</b> pupils <b>ALL</b> pupils able to access trips and visitors</p>	<p>Started Sept 2016</p> <p>At least annually</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Inclusion leader</p> <p>Inclusion leader &amp; phase leaders</p> <ul style="list-style-type: none"> <li>All staff</li> <li>HoS</li> <li>Assistant Head</li> <li>Ecowarriors</li> <li>All staff</li> <li>HoS</li> <li>Learning &amp; curriculum committee</li> <li>Mrs Wood</li> <li>Subject leaders</li> <li>Year teams</li> <li>HoS/AHT</li> </ul>	<p>7 x ½ day per term for parent consultations</p> <p>SEN time</p> <p>N/A</p> <p>N/A</p> <p>PPA time</p> <p>Release for study lesson / coaching as required</p>	<p><b>All children have equal opportunities.</b></p> <p><b>All children are able to access the National Curriculum and have support for individual needs</b></p> <p><b>Displays represent the high expectations set by staff</b></p> <p><b>Quality of teaching &amp; learning is at least good</b></p>
Objective	Actions	Outcomes	Time	Responsible	Cost	Success

						Criteria
Improved access to IT for all pupils	<p>Provide Braille keyboard covers if required <i>suggested by pupil school council</i></p> <p>Train staff in using Clicker as a resource for those children who do not find writing easy.</p> <p>New system of replacement interactive SMART boards as and when necessary</p>	IT used effectively to support teaching & learning	Summer 2017	HoS & IT leader	£5K	<b>As above</b>

**PHYSICAL ENVIRONMENT – To ensure all staff, pupils and visitors are able to appropriately access the school site taking account of potential physical and sensory barriers**

Objective	Actions	Outcomes	Time	Responsible	Cost	Success Criteria
Improve access within the school building including doors and seating	Replace seating in reception area to provide arm-rests and colour contrast with flooring. Seek advice as appropriate.	Seating in reception area is accessible to all	By June 2017	EHT	£500	<b>Improved access around school building that allows for the varying needs of pupils, staff and visitors</b>
	<p>Lighting replaced to aid light levels for working.</p> <p>Accessibility leaflet in place for visitors on entry</p>	<p>Internal circulation routes are clear and accessible to all</p> <p>Completed</p>	<p>Begin replacement programme Easter 2017</p> <p>By Dec 2016</p>	EHT / Site manager	TBC	
Improve access within toilet accommodation around the school	Improve toilet in Year R	Accessible toilet is appropriately equipped	By Summer 2017	EHT / Site manager	Approx £400	

**PROVISION OF INFORMATION – Make reasonable adjustments for parents and visitors who may have a range of communication needs**

Objective	Actions	Outcomes	Time	Responsible	Cost	Success Criteria
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<p>Improve communication systems to accommodate individual needs of pupils, staff and visitors</p>	<p>Ensure parents and others are aware that information can be provided in different sizes / languages by advertising fact on website and informing via newsletter.</p> <p>Provide 'translate option on website</p> <p>Consider purchase of a portable induction loop.</p>	<p>All site users are clear about disabled access and facilities within school site.</p> <p>Pupils, staff, parents and other visitors know how their communication needs can be met</p> <p>Translate option available</p>	<p>By Dec 2017</p>	<p>EHT / Governors' policy working group</p> <p>EHT / Governors' policy working group</p> <p>EHT / Governors' policy working group</p>	<p>N/A</p> <p>N/A</p>	<p><b>Reasonable adjustments have been made to meet a range of communication needs</b></p>
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