

"Learning Today, Leading Tomorrow"



Bishops Down Primary School

www.bishopsdownprimary.org

Accessibility Plan

Date Agreed: January 2016

Date for Review: Termly Spring 4, Summer 6 and
Autumn 2

Reviewed and updated by: Standards Committee

Single Equality Scheme

This policy will be impact assessed. The following questions will be asked.

What have we found out?

What will we do about it?

Introduction

The Disability Discrimination Act 1995 (DDA) as amended by the Special Educational Needs and Disability Act 2011, places a duty on the responsible bodies of all schools to plan to increase the accessibility of their individual schools for disabled pupils, prospective disabled pupils, members of staff, parents and visitors.

In addition, the revised SEN Code of Practice 2014 (DfE & DfH) also highlights the requirement for school's to ensure every pupil can access the curriculum by focusing on inclusive practice and removing barriers to learning.

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.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA '*substantial*' means 'more than minor or trivial'. '*Long term*' means has lasted or is likely to last more than 12 months.'

The definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity (ADHD), diabetes, Tourette's or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Nutritional intake
- Ability to lift, carry or otherwise move everyday objects.
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

1. Aims

Bishops Down's Accessibility Plan aims to:

- Increase the extent to which disabled pupils can participate in the school's curriculum.
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of the education and associated services provided or offered by the school. The following list exemplifies the range of activities that may be covered by the term '*educational and associated services.*'
 - Preparation for entry to the school
 - The curriculum
 - Teaching and learning
 - Classroom organisation
 - Timetabling
 - Grouping of pupils
 - Homework
 - Access to school facilities
 - Activities to supplement the curriculum
 - School sports
 - School policies
 - Breaks and lunchtimes
 - The serving of school meals
 - Interaction with peers
 - Assessment and exam arrangements
 - School discipline and sanctions
 - Exclusion procedures
 - School clubs and activities
 - School trips
 - The school's arrangements for working with other agencies
 - Transition between schools
 - Preparation of pupils for the next phase of education

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

2. Planning

Bishops Down Primary School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practical. The Accessibility Plan will contain relevant and timely actions regarding the following areas:

- **Physical Facilities** – addressing any alterations that may be required to the structure of the building or site to ensure access for pupils, staff, parents and visitors.
- **School Curriculum** – Including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.
- **Support Services** – access to services within and external to the school to support families where a disability is identified.
- **Awareness** – building awareness to services to staff through training and development and heightening children’s awareness of issues related to disability.
- **Communication of information** – how information is communicated with in the school and to wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

Signed..... Date.....
 (Chair of Governors)

Signed..... Date:.....
 (Chair of Standards Committee)

Signed..... Date:.....
 (Headteacher)

Current Provision

- **Physical Facilities**

Refer: Health and Safety policy

Premises Management Policy

SEN policy

Fire Risk Assessment

Individual risk assessments & care plans

Visual alerts to fire alarm

Fire Drill Procedures for evacuation

Disabled adult and child toilets

Care suite with hoist, shower and rise and fall bed

Mini care suite

Hand rails in toilets

Wheel chair access throughout the school and grounds

SEN laptops

iPad

ICT suite

Writing slopes

Braille and VI resources/adaptations regularly reviewed by STS and KAB

Touch screen laptop

Adapted seating reviewed regularly by OT service

Visual timetables and active listening cue cards

Labelling at age appropriate levels throughout the school

Anti-glare filmed windows

Default colour background on IWB

Ongoing replacement of chairs, desks, carpet and flooring.

Playground resurfacing

Discovery (sensory) room

Adapted cutlery and feeding equipment

Disabled parking bays

- **School Curriculum**

Refer: Teaching and Learning policy

Behaviour policy

Assessment and marking policy

ICT policy

Home Learning Policy

Visitors and volunteers in school policy

Admissions Arrangements

Mainstream Minimum Standards for Kent

Statutory assessments for individuals

PPPs for statemented pupils

Class provision mapping

Class scanning for well-being and involvement

Highly trained teaching and support staff

A wide range of support programmes and interventions to support the learning.

Moving and handling training
Appropriate differentiation across the curriculum
Teaching assistant support as required
Burrswood hydrotherapy
Makaton signing
Fully inclusive extra-curricular clubs and activities
Participation in wider opportunities for children with disabilities
P-scale cluster moderation
Pets as therapy support
Fortnightly TA meetings
Pupil progress meetings
Conversation Diaries and contact books between home and school

- **Support Services**

Good use of Multi-agency support services – OT, PT S & L, STS, Ed Psych etc
CAF referral procedure
LIFT referral procedure
AEN forum
Community school nurse
Community Paediatrician
Staff specialisms in ASD, S & L, Grief, Play therapy, EAL, Dyslexia
Wrap around care facility
School Nursery on site

- **Awareness**

Disability Awareness day
Collective Worship themes and stories
PSHE curriculum
Community Nurse visits
Opportunities for pupil feedback – School council & circle time

- **Communication of information**

Parent consultations
Signposting of parents to support groups or services
e-PEP training
SEN coffee morning
Parent rep meetings
Annual Reviews
Transition meetings
Staff liaison meetings at transition times
Weekly class drop-ins
Weekly staff briefing
Fortnightly TA meetings
Teaching meetings.