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Bradleys Both Community Primary School
School Accessibility Plan

Introduction

The Governing Body of Bradleys Both Community Primary School has three key duties towards disabled pupils and visitors to school:

- 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 Bradleys Both Community Primary 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.

1. Starting points

1A: The purpose and direction of the school's plan: vision and values

- We aim to give each child the feeling of dignity and self-respect that comes from being treated as an individual; the pride in being part of a considerate corporate body and the delights of success in his / her own achievements. We provide a caring, happy environment which is conducive to learning and in which a disabled child feels secure.
- We promote equal opportunities for all children in all aspects of school life and help all children to achieve their potential in all areas of development. We will ensure that disabled pupils take equal advantage of education and associated services and are not discriminated against in any way. We plan to make reasonable adjustments to ensure that disabled pupils are not at a disadvantage.
- We aim to consult pupils and parents and take advice from the local authority, other agencies and local and national voluntary organisations.
- The responsibility for overseeing the plan will rest with the Headteacher and the Accessibility Governor (SEND governor) reporting to the Governing body.

1B: Information from pupil data and school audit

- Ongoing pupil assessment will include identification of individual pupil needs to identify any potential disability which may limit access to learning and teaching and require modification to the curriculum (including school visits and extra - curricular activities), resources, classroom organisation or structure of the building.
- Outcomes for disabled pupils will include the five 'Every Child Matters' statements.

1C: Views of those consulted during the development of the plan

- We aim to consult parents of disabled pupils, the children themselves, the local authority and voluntary organisations.

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum.

- Identification of the nature of disability.
- Plan to meet the needs of the individual pupil in terms of access to high quality teaching and learning including all aspects of the curriculum, recreation, movement around the school, special events and school visits.
- Identify level of support needed from other agencies and internally (eg . TA support)
- Ensure sufficient funding is available from internal or external sources.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- Ensure necessary access to the school is in place. Provision will include ramps, wider doorways for wheelchairs and disabled toilet facilities.
- Inspect existing classroom arrangement, furniture and equipment to ensure suitability for the disabled child including wheelchair access.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

- Ensure equal access for disabled children by means of suitable methods, eg. enlarged print, Braille, audio tape, audio loop, video tape or simplified texts.
- The school will establish contact with relevant support services as necessary.

3: Making it happen

3A: Management, coordination and implementation

- Governors (represented by the SEND / Accessibility Governor) and Headteacher will assess all relevant existing information. The plan will be reviewed annually. Where need is identified, a working group will be set up to include the parent of the disabled child, SEND / Accessibility Governor and Headteacher. Best use will be made of available expertise such as

specialist teachers ; local, voluntary and disability organisations. LA will also be consulted for advice, information and funding.

3B: Getting hold of the school's plan

- Information about the schools Accessibility Plan will be published in the School. Hard copies of the full Accessibility Plan are available from the school on request.