

# The Bawburgh School Accessibility Plan

## 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 four 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.
- to publish an Accessibility Plan

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.
- Governors and staff will have regard to the DRC Code of Practice (2002)

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 .

## 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."*

Disability is defined by the Equality Act 2010:

The Equality Act 2010 defines disability as ‘...a physical or mental impairment which has a long-term or substantial adverse effect on their ability to carry out normal day-to-day activities.’ ‘Long-term’ is defined as being a year or more, and ‘substantial’ as more than trivial. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

### **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 and Adult Education Service with a disability.

### **Principles**

- 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 Framework and National Curriculum Inclusion Statement, which underpin the development of a more inclusive curriculum:
  - setting suitable learning challenges
  - responding to pupils' diverse needs
  - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## **Activity**

The school outlines the main objectives which the school undertakes, and is planning to undertake, to achieve the key objective (above).

- a) **School Curriculum & 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.
- 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 improves access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings,etc
- c) **Access to 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. Preferences expressed by pupils or their parents will be met.

With reference to 'Implementing the Disability Discrimination Act in schools and early years settings 2006'

## **Linked Policies**

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

- SEN Information Report Local offer

## **Action Plan**

See attached (Appendix 1)

## **APPENDIX 1: ACCESS PLAN**

### **SHORT TERM**

<b>Objective</b>	<b>What</b>	<b>How</b>	<b>When</b>	<b>Goal Achieved</b>	
1	Ensure compliance with DDA and Code of Practice	Staff & Governors informed of requirements and obligations of DDA, and of the Accessibility Plan	Staff Meeting & Governors Meeting	Ongoing	School complies with requirements of DDA and Code of Practice
2	To improve evacuation procedures to meet all needs	Develop staff awareness of appropriate routes. Routes and collection points on hard surfaces	Identify needs of individual pupils, creating up to date plan	Ongoing	School complies with requirements of DDA and Code of Practice
3	To improve environment for pupils with identified impairment	e.g. incorporate appropriate colour schemes, taking into account handrails, step and signs for those with visual impairment	When budget allows	Ongoing	
4	To monitor progress of pupils under SEN	Annual review of Special Needs Termly reviews of individual pupil progress	Meetings with teachers and TA's	Ongoing	Annual review means this is a constant goal
5	To ensure extra curricular activities are	Accessibility and awareness of individual needs to allow participation	Training if necessary for teachers	Ongoing and for individual needs	Disabled pupils are included in all parts of school life

	available to all pupils				
6	To ensure all Fire routes comply with DDA	Any existing Fire routes with steps to have a ramp installed	Devolved capital and funding if available	Ongoing	School complies with requirements of DDA and <i>Code of Practice</i>

## ACTION PLAN: MEDIUM TERM

Objective	What	How	When	Goal Achieved
7	Improve working environment for pupils with visual impairment	Incorporate appropriate colour schemes when refurbishing, and install blinds on south-facing windows	Seek advice from LA as necessary	Ongoing according to needs
8	Improve provision for children with ADHD and related disorders	Develop staff knowledge and skills in managing children with ADHD etc	Staff Training Day, led by Educational Professional for teachers and Teaching Assts as necessary	Ongoing
9	Use of new technology to support Special Educational Needs	Voice activated word processing, Laptops, Palmtops, Induction Loops	SENCO to work with IT Technicians when appropriate. Awareness of available grants	Ongoing according to funding
10	Use of Interactive whiteboard to meet needs of visual impairment	Develop staff knowledge, consideration and control of light.	Installation of blinds to south facing windows. Training for staff for best use of Interactive Whiteboards to fulfil individual needs	Ongoing

## LONG TERM

Objective	What	How	When	Goal Achieved
11	Improve access to all ground floor teaching areas	Ramped access to main entrances	Use of devolved capital allocation, as part of planned refurbishment when funding available.	Completed
12	Create hygiene room/toilet in Reception classroom	Electric 'nappy changing area' in cloakroom	Devolved Capital. Consult LA feasibility and cost	Completed
13	Visual warning system in toilets and changing areas	Install system	Devolved Capital/when budget allows.	
14	To provide easy access to the Main Entrance area	Provide automated door	Devolved Capital/when budget allows.	

## Identifying Barriers to Access: Checklist Section 1: How does your school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Yes	
Are your classrooms optimally organised for disabled pupils?	No, issues with old building	
Do lessons provide opportunities for disabled pupils?	Yes	
Are lessons responsive to pupil diversity?	Yes	
Do lessons involve work to be done by individuals, pairs, groups and whole class?	Yes	
Are all pupils encouraged to take part in music, drama and physical activities?	Yes	
Do staff recognise and allow for mental effort expended by some disabled pupils example using lip reading?	Yes	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Yes (if applicable)	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some form of exercise in physical education?	Yes	
Do you provide access to computer technology appropriate for students with disabilities?	Yes, iPads	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	No oversea visits made Other visits - yes	
Are there high expectations of all pupils?	Yes	

Do staff seek to remove all barriers to learning and participation?	Yes
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## Section 2: Is your school designed to meet needs of all the pupils?

Question	Yes	No
Does the size and layout of areas - including all academic, sporting, play, social Facilities; classrooms, assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds - allow access for all pupils?	Staffroom - old building	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	Building Restrictions	
Are pathways to travel around the school site and parking arrangements safe, routes logical and well signed	As far as possible	
Are emergency and evacuation systems set up to inform ALL pupils including pupils with SEN and disabilities; including alarms with both visual and auditory components?	No alarm system for visual impairment	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	No lifts No	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	No	
Are areas to which pupils have access well lit?	Yes	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	Ongoing	
Is furniture selected, adjusted and located appropriately?	As necessary	

### **Section 3: How does your school deliver materials in other formats?**

<b>Question</b>	<b>Yes</b>	<b>No</b>
Do you provide information in simple language, symbols, large print, on audio tape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	As Necessary	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams?	Yes	
Do you have facilities such as ICT to produce written information in different formats?	Only standard use of PC and fonts	
Do you ensure the staff are familiar with technology and practices developed to assist people with disabilities?	Ongoing	