

Bevendean Primary School

Accessibility plan 2014-2016

Accessibility Plan 2014 - 16

Introduction

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). The Governors of Bevendean Primary School recognise the following duties that this places upon them:

- 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 make reasonable adjustments to the school buildings, so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The planning duties of the DDA makes three requirements of the Governing body:

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve 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.

Schools are required to resource, implement and review their accessibility plan as necessary.

Our definition of disability

'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities' - the DDA definition of disability

Bevendean Primary School's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability.

Our school houses the Local Authority for deaf and hearing impaired pupils and although they may not necessarily be classed as disabled we have a responsibility to ensure they have equal access to the curriculum and to school life.

Access to this plan

This plan will be made available upon request to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

During the past 3 years we have improved access to our school in the following ways:

- Extended the sound field system to the hall and one class in each year group.
- Developed the learning/office space in the Launch Pad (Local Authority Facility)
- Suspended ceilings in 6 classes to improve acoustics
- Used pupil premium funding to increase teacher hours in the Launch Pad
- Provided ongoing training to teachers and HLTA's to support them in teaching children with hearing impairments
- Provided 3 additional, accessible learning space (the Den and 2 Reading Recovery rooms)
- Developing ramped access to field, additional EYFS playground and Reception outside learning areas
- Replaced 2 sets of heavy doors in the nursery corridor to enable wheelchair users to open them independently
- Purchased changing equipment and IT equipment for children with specific needs
- Provided 1-1 support where necessary to help children with SEND access school provision
- Where appropriate ensured children are taught about the disability of any child within their class

Improve access to the curriculum

Objective	Strategy	Timescales	Evaluation
To improve access to the foundation subjects for children in the Launch Pad.	Half termly sessions with class teacher and teacher of the deaf to discuss topics and plan appropriate differentiation.	From September 2014. Termly monitoring	Drop ins, feedback from TA's and monitoring of planning evidence appropriate differentiation.
To develop strategies to ensure children with SEND are enabled to be as independent as possible.	Staff training and awareness raising linked to individual need. Focus in lesson observations and drop ins. Classroom resources and school environment planned to facilitate independence. Specific LP strategies.	From September 2014 and/ or in line with Annual Review	Lesson observations, observations around the school and drop ins evidence independence.
To promote an understanding of issues related to bullying and disability.	Participate in national anti-bullying week which is specifically focused on bullying and SEND.	November 2014	The impact of this work will be evaluated via the SAWAS survey.
To improve liaison with EY providers prior to children joining our nursery.	EY lead + Senco to agree action plan by April 2015.	From September 2015	Support plans in place by June preceding a September start or by October for a January start. Resources and staffing in place.
To evaluate satisfaction levels of the parents/ carers of children with SEND	Audit parental questionnaires and carry out follow up meetings as necessary	December 2015	School policy and practice adapted in light of feedback.
To ensure resources promote a positive image of people with disabilities.	Audit current resources. Budget allocated and resources bought.	September 2015 By January 2016	Audit repeated in Feb 2016 with school council and SEND pupils.

Improving Delivery of Written Information

Objective	Strategy	Outcome	Timescale	Evaluation
To provide relevant information for parents regarding SEND provision and outcomes.	Publish SEND report and provide to parents/ carers of any child with SEND applying to the school.	Report published.	October 2014	HT to audit parents to evaluate usefulness of report - changes planned in response to feedback.
Developing a bank of visually enhanced resources.	1-1 support allocated to a child with a visual impairment. Training provided.	Child able to access learning as a result of appropriate resources.	From January 2015	Lesson observations evidence progress. Resource bank developed and available for future use.

Developing access to the physical environment of the school

Activity	Date
This plan may need adapting to respond to the need of any pupil with SEND who joins our school within the timescales of the plan.	
Access needs considered as part of all EHCPs	From September 2014
Provision of disabled stairlift into Y1 shared area	July 2014
Ensuring parents with disabilities are supported in accessing school events (shows, parents evenings, Learning Together sessions). This includes signing, reserved seats and early communication.	From December 2014
Investigation of the possibility of wheelchair access to Year 2	March 2015
Investigation linking sound field system in hall to microphone	March 2015
Extend wheelchair access into year 3	March 2016