

Bishop's Waltham Junior School

Policy Statement – Accessibility plan

Rationale

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three 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.

In compliance with PARAGRAPH 3 of SCHEDULE 10 to the EQUALITY ACT, 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:

- 1) Increasing the extent to which disabled pupils can participate in the school curriculum;
- 2) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- 3) 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.

Purposes

1. Starting points

1a Vision and values

1b Involvement

1c Information gathering

2. Main priorities

2a Access to the curriculum

2b Improvement to the physical environment

2c Information in different formats

3. Making it happen

3a Implementation and action plans

3b Publication and reporting

3c Reviewing and revising the plan.

Guidelines

1. Starting points

1a: Vision and values

Bishop's Waltham Junior School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life.

The school will

- set suitable learning challenges

- respond to pupils diverse needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

The school aims to identify and remove barriers to disabled pupils in every area of school life and make all children feel welcome irrespective of race, colour, creed or impairment.

1b: Involvement

This will include

- The views and aspirations of disabled children.
- The views and aspirations of the parents/carers of disabled children
- The views and aspirations of other disabled people or voluntary organisations.
- The priorities of the local authority.

1c: Information gathering from pupil data and school audit.

Definition

The definition of 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”

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long term and substantial effect on pupil’s everyday lives. This includes pupils with ASD (Autistic Spectrum Disorder), ADHD (Attention Deficit Hyperactivity Disorder) and any linked with CAMHs (Child and Adolescents Mental Health)

About 7% of children under the age of 16 may have a disability.

Use of data

The school will use all available information and data to identify disabled individuals and use the data to support the accessibility plan.

Currently the data includes

- Entry details including parental information
- SEN audit
- Data collated on teaching staff
- School disability audit
- Advance information and consultation with Pre schools and Health Service to identify disabled pupils before they start school.

School strengths and weaknesses

Each year the school needs to audit its strengths and weaknesses. Current audit suggests we need to develop

- Raised staff awareness of DDA and its implications
- To continue to improve aspects of the physical environment.

Our strengths are that

- Currently no area of the curriculum is limited to disabled pupils, including off site visits.

Impact

- Ensure the schools policies cater for disabled children
Including the following policies
 - Bullying
 - School trips
 - Teaching and learning
 - Administration of medicines

Outcomes

- The school will also make detailed analysis of outcome data at the end of Key Stage 2 to check the progress of these children (See Standards and effectiveness file).
- Ensure these children are checked in lesson observations and Head teacher monitoring.
- Check the achievements of disabled children in extra curricular activities.
- Ensure the five Every Child Matters outcomes are integrated into the school.

2. Main priorities in the school's plan

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

- Ensure that teachers and TAs have the necessary training to teach and support disabled pupils.
- Ensure the classrooms are optimally organised for disabled pupils.
- Ensure all lessons provide opportunities for all pupils to achieve.
- Check that all lessons are responsive to pupil diversity.
- Provide that lessons involve work to be done by individuals, pairs, groups and the whole class.
- Ensure that all pupils are encouraged to take part in music, drama, art and physical activities.
- Check that staff recognise and allow for the mental effort expended by some disabled pupils i.e. lip reading for a deaf child, physical exercise for some disabled children.
- Ensure that all children can access computer technology.
- Check that school visits are open to all.
- Provide high expectations of all pupils.
- Seek to remove all barriers to learning and participation.

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

- Check the layout of areas allow access for all pupils
- Ensure that wheelchairs can access the whole building (within reason)
- Check that pathways around the school are logical and well signed.

- Ensure emergency and evacuation systems inform all children, alarms being visual and auditory.
- Provide décor and signage suitable for all children and not confusing or disorientating to those with visual impairment, autism or epilepsy.
- Check that all areas are well lit
- Check to reduce background noise for hearing impaired children
- Ensure furniture is selected and located to suit all children

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

- Provide information in simple language, symbols, large print, audio tape or Braille for pupils who have difficulty with standard forms of print.
- Ensure information is presented in user friendly ways to disabled pupils when working in groups
- Provide written information in different formats as required.
- Ensure staff are familiar with technology and practices to support disabled pupils.
- Check preferences expressed by the pupils or their parents

3: Making it happen

3a: Implementation and action plans

In order to ensure that action is taken to meet the Accessibility plan priorities, Bishops Waltham Junior School has drawn up an action plan to make things happen, which outlines how the requirements of the plan will be met.

The following action plans have been written using the Hampshire Self Audit Form and with the advice of Hampshire's D.D.A advisory service.

Accessibility action plan

The following action plan outlines what will be achieved in the next year with regards to meeting the accessibility plan.

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
2013-2016							
Ensure compliance with DDA and code of Practice.	Communication:	Staff and governors to be informed of requirements and obligations of DDA and the Accessibility Plan. Provide written information for disabled visitors, regarding parking, accessible WC provision, portable induction loop, written communication etc.	Staff Meetings Governors Meetings Guidance Notes		Head	November 2013	Ongoing
Increasing the extent to which disabled pupils can participate in the school curriculum	Ensure that teachers and TA's have the necessary training to teach and support disabled pupils.	Each year to check in the summer term for any disabled pupils that are starting in the Autumn and that staff are qualified and trained to support them.	Raise on line data Fisher family trust data Standards and effectiveness file especially section on Disability	Annual through <ul style="list-style-type: none"> • SEN audit • Standards effectiveness file 	SENCO Head Management team	Ongoing	Ongoing cycle

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Improving the physical environment of the school to increase the extent to which disabled pupils/visitors can take advantage of education and associated services:	Ensure that wheelchairs can access key areas of the school building	<p>A3: Pedestrian route to main entrance: Installing hand rails/reduce gradient of ramp</p> <p>A3: External step nosings: Ensure external steps have contrasting step edges.</p> <p>A6: Improve lighting around rear path to swimming pool.</p> <p>B1: Parking for disabled drivers: (No designated spaces/info provided in website/written communication.</p> <p>C6: Entrance: Explore cost/feasibility of installing power door/intercom at base of ramp.</p> <p>D2/D4: Purchasing seating with arm rests in reception area – signing in book to be located on a lower table.</p> <p>D5: Purchase induction loops for the main reception.</p> <p>G1: Exit routes: Purchase a portable ramp to aid with safe evacuation of disabled pupils/visitors.</p>	<p>Termly site inspection:</p> <p>Involving Headteacher, Site Manager, Health and Safety Governors.</p> <p>Staggered purchasing approach – close liaison with the Finance Committee – discussions around Capital expenditure.</p>	Termly	<p>Headteacher</p> <p>Health and Safety Governors</p>	Sep 2013.	

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:	Provision of toilets for disabled pupils Disabled toilet for visitors	Should a disabled child attend school consider addition of grab rails etc. (To make use of staff/disabled toilet) Consider building if large building works are undertaken in school. Notify on website/new entrant's booklet no disabled toilets.	Identify at grounds walk round any disabled children coming to school. Identify at grounds walk round any disabled children coming to school.	Termly Termly	Head Grounds governors Head/ Grounds governors (Contact Martin Sheffard regarding funding)	Ongoing	

3b: Publication and reporting

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Accessibility Plan, and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

3c Reviewing and revising

This scheme will be reviewed and revised every three years
3-year period covered by the plan:

November 2013- 2016

Policies linked to Accessibility plan

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

- ❖ Curriculum policies.
- ❖ Building and site development plans.
- ❖ Single Equality Scheme
- ❖ Pay policy
- ❖ School Improvement plan.
- ❖ SEN & Inclusion policy