



Accessibility Policy (Including the School Accessibility Plan)

Mission Statement

- Every child will achieve and become a citizen of the future, knowing that they are important to the world and to God.
- To help every person recognise and celebrate their uniqueness
- To prepare our pupils for the opportunities, responsibilities and experiences of adult life inspired by the example of Christ.
- To equip our learners for a career in 21st century.
- To promote the moral, cultural, intellectual, academic and physical development of everyone within our school.
- To encourage everyone to develop lively, enquiring, imaginative and creative minds through high expectations, excellent opportunities and high standards of learning in school.
- To help each other become independent, self-motivated, self-disciplined and to develop respect for ourselves, others and the environment.
- We will encourage teamwork and collaboration amongst everyone in our school.
- To develop interests and skills which will enable us to enjoy and make the best use of our leisure time.
- To emphasise the qualities of tolerance and respect for all regardless of colour, race, class, ability or gender and to encourage in the children a sense of responsibility towards themselves and others.
- In all school activities we will encourage and support children, staff, suppliers and visitors to consider best use of materials; minimise waste of all types; be economical with energy, heat, light and water and consider the impact of their activities on the school and its finances, on the community and on the wider global environment.

Our Statement of Equality and Inclusion

Our school is committed to the development and encouragement of all of our pupils and staff. We recognise the positive contribution the school makes to the local community, our stakeholders, parents and partners. By treating all of our school family and friends with dignity and respect we encompass the key aims of the Equality Act 2010 and the general duties. This is also echoed in our school values. Inclusion and accessible learning is key to our success, as is the development of our staff. We work to remove barriers to learning and engagement in all that we do as well as allowing for opportunities for dialogue and better understanding between different people. Everyone is unique and we value this daily.



Revised by: Head, staff & governors:

Date: February 2017

Next Review: February 2020 or sooner if regulations / circumstances change

Introduction

This plan is drawn up in accordance with the planning duty in Part 4 of the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

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."

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, with a disability.

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy;
- The school recognises its duty under the DDA (as amended by the SEN and Disability Act 2001 ([SENDA]):
 - not to discriminate against disabled pupils in their admissions and exclusions, and education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan
- In performing their duties, governors and staff will have regard to the DRC Code of Practice. (2002);
- 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 underpinning the development of a more inclusive curriculum in the National Curriculum framework:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

a) Education & 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. Etc.

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 improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings, etc.

c) Provision of 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, etc.

Linked Policies

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

- school development plan
- staff development plan
- building and site development plan
- SEN policy
- Curriculum policies
- Single Equalities Policy

Accessibility Plan 2017

Date of Plan	:	February 2017
Date of Review	:	February 2020
Member of staff responsible	:	Head Teacher Site Manager
Governor(s)/Committee(s) responsible:		SEN Governor Curriculum and Buildings Governors
Policy and implementation covered by :		Governors, SENCO, Disabled staff, disabled pupils and parents. Led by Headteacher

Statement on Policy for Admission of Disabled Pupils

The Governing Body, in accordance with our admissions policy and the policy statement for children with special educational needs for this school will have regard to the Code of Practice on the Identification and Assessment of Special Needs 1994. In consultation with the LA, we will admit and make provision for any pupil with a disability providing that the placement is appropriate to the child's age, ability, aptitude and special educational needs, whilst also compatible with the interests of the other children already in the school and with the efficient use of the School's resources.

We will be consider advice by the LA on any proposals for adaptations to the school to improve access as part of Hampshire County Council's objective to improve the range of provision and increase resourced provision in schools for children with disabilities.

Self Audit completed February 2017 and will be carried out on at regular periodic basis or when regulations or local circumstances change.

Governors



Bransgore Primary School Accessibility Plan February 2017 – February 2020

Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success Criteria
<p>ACCESS TO CURRICULUM Ensure access to computer technology appropriate for pupils with disabilities.</p>	<ul style="list-style-type: none"> ICT Team prioritise purchasing list for computer technology as required for pupils with disabilities. School staff to update on available technology as it is found or recommended. 	As required – unless needs of pupils in school require immediate action.	Up to £500 p.a.	IT Leader & SENCO	Governors	Access to appropriate enabling technology will be improved for all pupils.
<p>ACCESS TO CURRICULUM Reflect identified areas of need in lesson planning and delivery.</p>	<ul style="list-style-type: none"> Incorporate Quality First Teaching into all planning. Ongoing programme of staff training in equality awareness to reflect diverse needs of students within the school and anticipatory duties. Use of resources to increase student participation i.e. Sound boxes/overlays/furniture 	Ongoing		All staff SENCO	Governors SENCO	<ul style="list-style-type: none"> Improved access to curriculum for all pupils. Improved academic outcomes for all pupils. The difference between pupils with a disability and those without is diminished.
<p>ACCESS TO CURRICULUM Prioritise student participation in school activities.</p>	<ul style="list-style-type: none"> Promote student awareness of the rights of the child, especially Article 23: Children should have special care and support if they need it. Ensure school activities are accessible to all students. Sign up to Rights Respecting Schools award. Identify residential centres and day visit venues which can meet the needs of all pupils/adults with 	Ongoing		All staff SENCO	Governors SENCO	<ul style="list-style-type: none"> Increased participation in school life for students with disabilities. All pupils are tolerant and understanding of people with disabilities and

	disabilities.					actively celebrate human rights and diversity.
SCHOOL POLICIES Ensure all policies consider the implications of Disability Access.	<ul style="list-style-type: none"> Consider all policies in view of priorities. 	Ongoing	n/a	Headteacher	Governors	Access to all aspects of school life for all students.
SCHOOL BUILDINGS Ensure that access to school buildings and site can meet diverse pupil needs.	<ul style="list-style-type: none"> Monitor accessibility and clarity of signs around school. Awareness of independent access. Clear identification of room functions. Where there are steps ensure resources are accessible. Yellow steps. 	Ongoing		Headteacher Site Manager	Governors SENCO	Access to school buildings and site improved. Health & Safety of all school site users is protected.
CLASSROOMS Ensure that classrooms are optimally organised for disabled pupils within current restraints. Identify needs and actions for future improvements. Take advice/support from parents of children with disabilities and OCL Therapists.	<ul style="list-style-type: none"> Plan classrooms in accordance with pupil need. Organise resources within classrooms to reflect student need. Incorporate accessibility into any proposed structural alternatives. Provide quiet areas within school site – Honey Pots Think beyond the ramp. Look at accessibility in all areas of school life. 	Ongoing		Class Teacher	SENCO Governors	Appropriate use of resources for diverse needs of pupils with disabilities. Shared ownership and investment in improvements and developments brings about positive relationships and an enabling environment.

<p>NEWSLETTERS AND DOCUMENTS</p> <p>Availability of newsletters and school documents in alternative formats.</p>	<ul style="list-style-type: none"> • Use of pastel paper for dyslexic students. • Large print and audio formats as required. • Voice to text software. • Information in student planners when student need requires this. • Home / School pack for students and ASD spectrum and students with communication difficulties – Visual Timetables. • Homework information available as information sheets in alternative formats when requested. • Use of symbol software. 		£500 p.a.	Headteacher IT Team	Governors	Information to pupils with disabilities and parents / carers will be improved and made highly accessible.
LEADERSHIP	<ul style="list-style-type: none"> • Senior Teacher appointed as Leader for Equalities and diversity 		TLR	Headteacher	Staffing Governors	Bransgore a listening & telling school and Improved provision.
SINGLE EQUALITIES POLICY Reviewed and maintained	<ul style="list-style-type: none"> • Agreed by Governors • Governor named as Equality and Inclusion Governor. 			Headteacher	Governors	Improved provision.