

# BROAD CHALKE CE VA PRIMARY SCHOOL

## Accessibility Plan 2019

**Mission Statement: With the love of God we learn, care, grow and share**

The SEN and Disability Act 2001 (SENDA) amended Part 4 of the Disability Discrimination Act 1995 (DDA). New duties were given to the LA and schools in relation to those disabled pupils currently on roll and to prospective pupils.

The plan details the school's intentions to enable access for disabled pupils to three 'key areas':

- The buildings
- The curriculum
- Information

It is the governing body and Headteacher's responsibility to produce the Access Plan. **The Access Plan may be inspected and reported as part of the OFSTED Inspection Framework for schools.**

Appendices A, B and C have been adapted from **Accessible Schools: Planning to increase access to schools for disabled pupils DfES 2002.**

### Identifying Barriers to Access

#### **Appendix A – Physical Access**

<b>Statement</b>	<b>Evidence</b>	<b>Action Required</b>
The layout of areas allows access for all pupils, such as  <b>Academic areas:</b> classrooms, hall, library <b>Sporting Areas:</b> hall, playground, outdoor sporting facilities <b>Social areas:</b> dining hall, reception <b>Play areas:</b> playground and grass	All accessible  All accessible  All accessible  All accessible	Regular review by premises committee
Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs or steps.	Accessible doorways are available	Regular review of premises by premises committee
Toilet facilities have sufficient room to accommodate a hoist	Disabled toilet has sufficient room	None

or wheelchair if needed.		
Pathways around school are safe and well signed. Parking arrangements are logical and safe	All accessible  Special parking arrangements are provided for a disabled children or adults	Regular review of premises by premises committee
Signs are uncomplicated, and unambiguous. School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy	Signage is good	None
All areas are well lit	Good lighting	None
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	Background noise is minimal	Regular review of premises by premises committee and teachers using microphone system
Furniture and equipment selected, adjusted and located appropriately, e.g., height adjustable tables are available, low level sinks etc	All sinks are low level. We do not have any height adjustable furniture at present but would purchase as necessary	Regular review of premises by premises committee Purchase height adjustable furniture if the need arises.

## Appendix B – Curriculum Access

Statement	Evidence	Action Required
All teachers and TAs have the necessary training to teach and support pupils with a range of disabilities.	Raised awareness of the curriculum needs of pupils with whole staff for a range of disabilities such as: Autistic spectrum disorder, Language and communication disorders. Dyscalculia, Dyslexia ,Social skills training  Specific staff are trained to support specific needs e.g. Down's Syndrome, Visual impairment	Training may be needed for:  Physical disability
Classrooms are optimally organised for disabled pupils	Classrooms are organised to meet the needs of current pupils.	Classrooms could be re-organised to meet the needs of any disabled pupils
Lessons provide opportunities	Lessons are differentiated	

for all pupils to achieve, i.e. are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate	- see lesson plans	
All pupils are encouraged to take part in music, drama and physical activities	Opportunities are open to all	
Staff recognise and plan for the additional time and effort needed by some disabled pupils, e.g. lip reading by hearing impaired pupils, slow writing speed for pupils with dyslexia	Sound Discovery is used to help pupils to get faster and teachers are aware of extra time needed	Additional staff may be needed which has a cost implication for the school
All staff plan for additional time required by some pupils to use equipment		They would if pupils needed extra time
Disabled pupils who cannot participate in particular activities are given alternative experiences, e.g. exercises in PE		They would if pupils needed alternative experiences
ICT equipment has been fitted with additional software/ hardware to allow access for disabled pupils	Some good SEN software. Lots of resources for iPads and flexible as can use speech and enlarge text. Connect 12 Electronic magnifier for visual impairment	A pupil with additional needs may need an individual iPad.
School visits are accessible to all pupils, regardless of attainment or impairment	So far all school visits have been accessible for our pupils but we would review according to the needs of the pupils	Ensure school visits are accessible for all pupils
All staff have high expectations for all pupils	Target setting, Behaviour	
All staff strive to remove barriers to learning and participation	Good relationships	

## Appendix C – Access to Information

Statement	Evidence	Action
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g., positioning when talking to a hearing impaired learner.	Staff aware of these procedures	
All written communication follows an agreed house style using an appropriate font and size, e.g. Arial size 11 or 12	Staff aware of these procedures	
The school liaises with LA support services and other agencies to provide information in simple, clear language, symbols, and large print or in Braille for pupils/ parents and carers who may have difficulty with the standard printed format.	Staff aware of this policy but have not needed to implement it	
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, e.g., by reading aloud, using overhead projectors/ PowerPoint presentations etc	Staff aware of the need to present information in a way which is accessible to all.	Increase access to the curriculum through specialised support for pupils with speech and language difficulties if the need arises e.g. Sign language

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