

Husbands Bosworth Church of England Primary School



Accessibility Policy

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Signed:	Signed:
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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:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Head/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:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery of information to disabled pupils, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

We are a Church of England Aided Primary school for boys and girls of the age range 4 to 11 years. The school comprises of one building covering a good size site which is all on one level. Whilst the original building dates back to the early 1900's, the school has been extended and modernised with access arrangements kept at the forefront of any works carried out. There is a specific ramp for wheelchair access into the rear of the building, whilst the front of the building provides flat access. All doors into and within the school are wide enough for wheelchair access.

The School's Aims

- embraces a partnership between the school and home
- offers to each member the opportunity to grow in knowledge fostered through Christian values and guidance.
- every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability
- children will be helped to appreciate that they are members of the wider community in its richness and diversity
- the curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act **2001**
- The **SEN Revised Code of Practice 2014**
- The **Disability Discrimination Act (amended for school 2001)**
- Code of Practice for Schools (Disability Rights Commission)

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- SEN Governor
- Headteacher
- SENCo

Our Audit

This was undertaken before the compiling of this plan and shows a reflection of the population of the school at this time. We understand that this is an ever changing population and will review this information annually to ensure that it is representative of the population each year.

Disability is primarily associated with Physical Impairment (P), Sensory impairment (S), Learning difficulty (LD), Medical condition (MC), Mental illness (MI) Specific learning difference (SPLD) eg Dyslexia, ADHD, Dyspraxia, ASD, Tourettes, Social, emotional and behavioural difficulties (SEBD) and Speech and language difficulties (Sp&L)

Disability	P	S	LD	MC	MI	SPLD	SEBD	Sp&L
Pupils	2	0	0	0	0	6	0	0
Employees/ Visitors	0	0	0	1	0	0	0	0
Parents/ Vistors (as known)	0	0	0	0	0	0	0	0

Targets

1. Improving access to the Physical Environment

	Targets	Actions	Responsibilities	Timescale	Evaluation & Review
Short Term	To ensure classrooms have appropriate equipment to promote independence and inclusion	Children who need special equipment or adaptations to existing provision will be identified. Where necessary, specialist input will be sought and their advice will be acted upon. The classroom layout will be adjusted to accommodate any adaptations if necessary.	SENCo/Class teacher	To be ready for new academic year (Autumn 2018)	
Medium Term	To provide appropriate equipment for areas of learning outside the classroom.	Provide specialist equipment under the guidance of the appropriate outside agency.	SENCo/Head	Ongoing as needs arise	
Long Term	To provide wheelchair access to all external doors				

2. Improving access to the curriculum

	Targets	Actions	Responsibilities	Timescale	Evaluation & Review
Short Term	To ensure that all teachers have an up to date knowledge of the types of disabilities they might need to cater for	SENCo to undertake a training audit and to plan appropriate training as a result.	SENCo/Head	To review on annual basis or as the need arises	
Medium Term	To ensure that all out of school activities, with particular reference to residential visits, are planned to promote participation and independence of all pupils	Head and leaders of residential visits to plan for children who may have physical disabilities which would require specialist input for them to participate fully in all activities. Staffing ratios to be adjusted accordingly. All day trip visits to be planned so that all children can participate fully	SENCo/Head/Class teachers	Ongoing as need arises	
Long Term					

3. Improving access to information

	Targets	Actions	Responsibilities	Timescale	Evaluation & Review
Short Term	To provide alternative methods for accessing written information	Provide written information in alternative formats as and when required	Head	Ongoing Currently the school is running sign language course in preparation for future planning	
Medium Term	To ensure that all staff have up to date knowledge on the disabilities we have in school and how they can best support them	Arrange training courses where necessary. Ensure that all staff have an up to date list of alternative methods of providing and accessing written information	SENCo	Ongoing	
Long Term	To provide school brochures, newsletters and other information in alternative formats for parents	Make sure that information provided is in Dyslexia friendly formats. Offer large print or Braille if necessary. Ensure that parents understand that they can ask for any information in alternative formats	Head/Governors/SENCo	As and when necessary	