



November 2019
To be reviewed November 2022

Bidbury Infant School

Accessibility Plan 2019-2022

Introduction:

The Special Educational Needs and Disability Act (SENDA) 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. This plan sets out the proposals of the Governing Body of Bidbury Infant School to ensure our practices and policies comply with these acts and increase access to education for disabled pupils. It is our duty to make sure that:

- We do not treat disabled pupils less favourably for a reason related to their disability;
- We make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage;
- We do not discriminate against anyone as explained in the DDA 1995;
- We do not allow any form of harassment of people with a disability;
- We promote positive attitudes towards anyone living with a disability;
- We remove barriers which may discourage disabled people from playing a full part in the life of the school
- We encourage full participation by everyone in our school activities.

Our Accessibility Plan is reviewed every three years by the school's SENCo, Headteacher and SEN Governor and approved by the Governors.

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 where possible eliminate barriers to access the curriculum and to enable full participation in the school community for pupils, prospective pupils and all users with a disability.

Principles:

- Compliance with the DDA is consistent with the school's aims and Equality Policy and the operation of the school's SEN Policy;
- The school recognises its duty under the DDA (as amended by the SENDA);
 - i. Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services;
 - ii. Not to treat disabled pupils less favourably;
 - iii. To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - iv. To publish an Accessibility Plan.
- In performing their duties governors and staff will have regard to the Disability Rights Commission (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 parent's and child's right to confidentiality;
- The school aims to provide 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 in the National Curriculum 2014 which:
 - i. Set suitable learning challenges;
 - ii. Respond to pupil diverse learning needs;
 - iii. Overcome potential barriers to learning and assessment for individuals and groups of pupils.

Information from data:

Information about the needs of disabled people can be gathered through:

- Pupil admission information
- Parental questionnaire
- SIMS data
- SEN Pupil Profiles/EHCPs
- Recruitment process
- Discussion with relevant medical professionals and other outside support agencies

Achievements of disabled people will be recognised through:

- Data analysis (progress made and attainment)
- Records of achievement
- Assemblies and certificates/stickers home

Information is gathered as part of the school's census and end of year pupil data; it is used to inform future plans and schemes identified in the School Improvement Priorities.

Consultation:

To ensure our school is a welcoming environment for everyone we believe it is important to periodically consult all stakeholders. Where adjustments need to be made we always take advice and views from those who have an understanding of different disabilities and the barriers they present.

Stakeholders who are involved in consultations are drawn from the following groups:

- Pupils with and without disability
- Parents of pupils who have a disability
- Staff
- Governors
- Members of our community with relevant experience
- Local special schools and outreach teams
- Local Authority

Our consultation includes questions about barriers to learning and full involvement in school life. We discuss issues such as:

- Movement around the building and grounds with ease and confidence;
- Having equal opportunity to access lessons and other activities;
- How we could improve communication between school and home;
- How we could raise awareness of the issues addressed so that all members of the school community could be more proactive in including disabled people in every aspect of school life.

The main priorities of our Accessibility Plan are:

Increasing the extent to which disabled pupils, young people and adults can participate in the school curriculum: The school will take account of the needs of pupils and visitors with physical disabilities 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.

Improve the provision and accessibility of written information to disabled pupils, young people and adults: The school will make itself aware of local services, including those provided by the Local Authority, for providing information in alternative formats when required or requested.

Linked Policies:

Admissions Policy

School Improvement Plan

SEN Policy

First Aid Policy

Equality Policy

Staff Handbook

Behaviour Policy

Curriculum Policies

Support Children with Medical Needs Policy

Signed



(Chair of Governors)