

Access Plan

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995, as amended by the SEN and Disability Act 2001 (SENDA), which places a duty on all schools to plan to increase over time the accessibility of the school for disabled pupils and to implement their plan.

It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils," issued by the DfES in July 2002.

Definition of Disability

Disability is defined as follows by the Disability Discrimination Act 1995:

"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."

Some children defined as disabled, who for instance have arthritis, may not be defined as having SEN. Some children defined as having SEN, who for instance may have a behavioural difficulty, may not be defined as being disabled. The plan addresses the needs of children with learning difficulties and disabilities.

Planning Duty

The school recognises its duty under the DDA (as amended by SENDA):

- Not to discriminate against disabled pupils in its admissions and exclusions, and provision of 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
- St Barnabas CE Primary School is committed to an inclusive curriculum and increasing access to the school's facilities for all by:-

- 1. Increasing the extent to which disabled pupils can participate in the school's curriculum.** This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- 2. Improving access to the physical environment of the school.** This covers improvements to the physical environment of the school and physical aids to access education.
- 3. Improving the delivery of written information to disabled pupils.** This will include planning to make the written information that is normally provided by the school to its pupils, available to disabled pupils.

Consultation with pupils, parents and disabled people

The school will consult with parents, pupils and users of the school to ensure that we provide the best possible access for disabled pupils and adults. This will be done through the School Council, SEN review meetings, interviews with parents of pupils with a disability, questionnaires to parents, children and users of the school. Feedback from this consultation will be fed into the accessibility action plan which will be reviewed annually.

Audit of existing provision

1. Curriculum

- Inclusive venues for residential visits have been identified.
- A range of intervention programmes are available to support children with learning difficulties and disabilities.
- All pupils are encouraged to take part in a range of physical activities.
- All school visits and clubs are available to all pupils.
- Staff are trained in the administration of medicines specified in pupils' Health Care Plans.
- There is a full and varied programme to support transition eg Pupils have the opportunity to spend time with their next teachers, teachers pass on relevant information at transition meetings, individual support plans are put in place if it is anticipated that a pupil will have difficulty with a transition.

2. Physical Environment

- All areas of the school are wheelchair accessible.
- There 2 accessible toilets.
- In addition to the above, each of the pupil toilet blocks contains one toilet which is equipped with handrails and an outward opening door.
- There are facilities including hoist, shower and changing bench for pupils with continence difficulties.
- There are several accessible marked parking spaces which are kept available for use when needed.
- The school has colour contrasting décor and this is part of the on-going maintenance programme.
- There is external access for wheelchairs from the road to the main entrance via a dropped kerb.
- There is external access for wheelchairs from the car park to the main entrance via a dropped kerb.
- The emergency evacuation system has both visual and auditory components.
- A hearing loop for community use is needed for the main reception area and assembly hall.

3. Written Information

- School will endeavour to offer the conversion of documents to alternative formats, if requested, drawing on advice from the Support Services.
- The school will endeavour to use translation services if required. Further advice is sought from the Ethnic Minority Service when needed.
- The school aims to keep up to date with available technology and practices to support individual pupils with learning difficulties or disabilities, drawing on advice from the Support Services.

Policies

Compliance with the DDA is consistent with the school's aim and equal opportunities policy, and the operation of the school's SEN/Inclusion Policy
The Access Plan will contribute to the review and revision of related school policies.

Reviewing, Monitoring and Evaluating the Plan

1. Adequate resources will be allocated to enable implementation of the plan.
2. The plan will be informed by feedback from parents, pupils and people with disabilities.
3. The plan will be kept under review and revised as necessary. The Governors will achieve this through the Premises and Curriculum Committee.
4. Parents/carers are informed about the plan through the School Prospectus and through the school website. It is also available on request along with comments about progress.
5. The plan will be subject to monitoring by OFSTED during inspections.

Date of Plan: April 2015

Date of Review: April 2017

Member(s) of staff responsible: Karen Boardman (Headteacher)

Governor(s) responsible: Resources Management committee

Approved by the Governing Body on 15th April 2015

The plan is available in the following formats: (e-mail; enlarged print version;) on request to: Karen Boardman (Headteacher)

	TARGETS	STRATEGIES/ WHO RESPONSIBLE	OUTCOMES/ SUCCESS CRITERIA	TIMESCALE	GOALS ACHIEVED
Access to the physical environment	1. To continually review the school premises to ensure the school meets any requirements of disabled people	-Monitor views of parents/pupils/users of building (as outlined in access plan). Feedback comments to Resources committee & decide action. Invite visitors to tell us if they require any particular access requirements (e.g. when attending interview) Consultation with Sewell to make adjustments needed.	Building users continually have ease of access to all areas	ongoing	
Access to the curriculum Also see above	2. To raise staff and pupil awareness of inclusive practices	Include models into assemblies and appropriate parts of the wider curriculum . (KB, BE, SENCO, all staff)	Staff and pupils can demonstrate a positive attitude during class discussions/lessons.	Ongoing	
	3. Ensure modifications are made to support pupils with disabilities and learning needs.	-All classes to have visual timetable. -Individual pupils have individual visual timetables if appropriate -Provide alternative ways of recording (e.g. voice recording; word processing) -Seek advice from LA agencies about adaptations needed.	All pupils can access the curriculum.	ongoing	
Access to information in alternative formats	4. Offer to provide information in other formats.	Letter included with prospectus offering this support. Seek advice from LA services for translators.	School community can access information about the school.	Ongoing	