Britannia Primary School and Nursery

Accessibility Plan

'Developing responsible citizens, confident individuals, and independent learners'

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Committee	**LAB**
Signed by Chair of Committee	**K Smith**
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Definition of a Parent

- **All biological parents, whether they are married or not.**
- **any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative**
- **any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.**

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

Document Purpose

This policy reflects the values and philosophy of Britannia Primary School and Nursery in relation to Accessibility. It sets out a framework within which teaching and non-teaching staff can operate. This policy is drawn up in accordance with the Disability Discrimination Act, as amended by the SEN and Disability Act (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by the DfE.

Britannia Primary School and Nursery caters for pupils with SEND and ensures equality of access for all pupils, regardless of disability, with individual needs assessed and resourced in order to ensure developmental progression in all areas.

Audience

This policy, having been presented to and agreed upon by the whole staff and Governing Body is distributed for the information of:

- All teaching staff
- All teaching assistants
- All support staff

The policy is available for:

- School governors
- External Professionals
- OFSTED
- Parents
- Visiting teachers
- Other interested adults (social and psychological services etc)

An accessibility plan is listed as a statutory document on page 12 of the DfE's list of policies and documents that schools must have in place.

The plan must be:

- Reviewed every three years
- Approved by the Local Advisory Board, which is free to delegate this to a committee of the governing body, an individual governor or the Principal.

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.

The school will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

(a) Increasing the extent to which disabled pupils can participate in the curriculum,

(b) Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided,

(c) Improving the availability of accessible information to disabled pupils.

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.
- The school recognises its duty under the DDA (as amended by the SENDA).
- The school will not discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- The school will not treat disabled pupils less favourably.
- The school will take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

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, adapted and scaffolded to meet the needs of individual pupils and their learning needs. School endorses the key principles in the National Curriculum, which underpin the development of an inclusive curriculum, including: -

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Achieving the Objectives

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objective outlined above.

a) Education & related activities

The school will continue to seek and follow the advice of LA services, and other external professionals, that can support the school to ensure equality of access and developmental achievement commensurate with their potential ability.

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, services and fittings.

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.

Accessibility Plan- Identifying Barriers to Access

Organisational	Completed	In Progress	Under discussion	Not yet addressed
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment? **(*As part of a developmental programme differentiated to meet individual need)***	√			
Preparation for entry into school **(*Admissions Policy- within the resources of the School, Prospectus and parent information pack)***	√			
Grouping of pupils **(*by year group with EHC plans and differentiated lesson plans in place plus individual support e.g. reading as relevant)***	√			
School discipline and sanctions ***(reference Behaviour Policy)***	√			
Exclusion procedures **(*reference Exclusions Policy.)***	√			
School clubs and activities **(*full access as relevant also reference e.g. Educational Visits Policy*)**	√			
School trips ***(full access with curriculum access statements and risk assessment in place)***	√			
The school's arrangements for working with other agencies **(*Open School Policy, Annual reviews, Attendance and Behaviour Management policies e.t.c.)***	√			

Attitudinal	Completed	In Progress	Under discussion	Not yet addressed
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? **(*Training is needs led and takes place for the relevant adults working with disabled pupils. Risk Assessments also guide training)***	√			
Do staff recognise and allow for the mental effort expended by some disabled pupils? **(*Individual developmental progression identified in planning e.g. Teaching strategies and resources. Individual behaviour plan guided by Behaviour Small steps developmental criteria)***	√			
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? **(*As above)***	√			
Are there high expectations of all pupils? (***All pupils are baselined with SMART targets set for the pupil to achieve within their zone of potential development)***	√			
Do staff seek to remove all barriers to learning and participation? **(reference *Equal Opportunities Policy)***	√			
Access to the curriculum **(*As above with differentiation, if necessary, reference curriculum access statements)***	√			
School policies, e.g. anti-bullying, SEN policies, health and safety ***(All in place with annual review)***	√			
Interaction with peers (***Part of developmental criteria as held in behaviour small steps as evidenced in Pupil portfolio)***	√			

Physical access	Completed	In Progress	Under discussion	Not yet addressed
Are your classrooms optimally organised for disabled pupils? **(*Advice and guidance followed by external providers and SENCo)***	√			
Does the size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, library, outdoor sporting facilities and playgrounds – allow access for all pupils? ***(Two storey building in Y5/6 with lift. Disabled toilets and special features where appropriate)***	√			
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers? ***(Lift to second floor, wide corridors, disabled toilet and shower facilities available)***	√			
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed? ***(signage established and two disabled parking bays allocated in staff carpark for disabled people)***	√			
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components? ***(a comprehensive system is in place, reference Health and Safety Policy)***	√			
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons? ***(Yes)***	√			
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? ***(Any issues dealt with through EHC Plan)***	√			

Are areas to which pupils should have access well lit? ***(Automatic lighting)***	√			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	√			
Is furniture and equipment selected, adjusted and located appropriately? ***(Resources are provided and organised to reflect individual needs)***	√			
Access to school facilities ***(equality for opportunity approaches reference Equal Opportunity policy)***	√			
Activities to support the curriculum (***extension activities as identified in pupil planning proformas and evidenced in pupil portfolios)***	√			
School sports **(*Good 'in school' facilities.)***	√			
How the school deals with emergency procedures. ***(Regular documented checks and practice e.g. fire drill, Caretaker checks, Health and Safety policy, First Aid Guidelines e.t.c.)***	√			
Breaks and lunchtimes ***(Whole school SEN policy with staff supported system including rotas)***	√			
The serving of school meals (***Own kitchens with provision for special dietary requirements)***	√			

Curriculum Access	Completed	In Progress	Under discussion	Not yet addressed
Do lessons provide opportunities for all pupils to achieve? ***(Differentiated with links to EHC plans and IEB's)***	√			
Are lessons responsive to pupil diversity? ***(as above)***	√			
Do lessons involve work to be done by individuals, pairs, groups and the whole class? (***reference teaching and learning policy)***	√			
Are all pupils encouraged to take part in music, drama and physical activities? ***(see curriculum policy re-broad and balanced curriculum entitlement)***	√			
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education? (***Individual differentiated programmes)***	√			
Do you provide access to computer technology appropriate for students with disabilities? **(as identified in IEB and EHC plan)**	√			
Teaching and learning ***(reference Teaching and Learning policy)***	√			
Classroom organisation (***Individually assessed and represented in lesson plan)***	√			
Timetabling **(*reference Equal Opportunities policy and Statutory guidance)***	√			
Assessment and exam arrangements **(*Additional time, amanuensis and quiet space is arranged as appropriate)***	√			
Preparation of pupils for the next phase of education **(*Transition reviews and additional supported visits to secondary schools)***	√			

Information Access	Completed	In Progress	Under discussion	Not yet addressed
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams?	√			
Do you have the facilities such as ICT to produce written information in different formats? ***(iPad and laptops available to pupils as appropriate)***	√			
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities? ***(professional development provided with support from ICT provider)***	√			
School announcements ***(Email system, Staff pigeonholes, notice boards as part of school's information systems including INSET and PD days)***	√			
Access to information ***(School Council and through schools planned Information systems as above)***	√			