

Barncroft Primary School

Accessibility Plan



May 2018-May 2021

Introduction

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:

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

This plan sets out the proposals of the 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:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

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

Principles

At Barncroft Primary School we are committed to providing high quality educational experiences for all pupils regardless of their physical disabilities. We also work with all members of the community to deepen their understanding of disability awareness, tolerance and inclusion.

The School is a new building (Feb 2012) and therefore provides:

- Level access to the school
- Disabled parking in the school car park
- Voice access from the outside of the building to the Reception desk
- Disabled access to the Reception desk

- A hearing loop at the Reception Desk and in the Music Room and Inclusion office
- A fully equipped accessible toilet and shower with alarm call system
- A second accessible toilet
- A lift to allow access from Year R/1 corridor to rest of school
- A corridor that allows access to all parts of the school
- Level access from classrooms to the field
- Ramped access to the playground
- Accessible changing room and hoist in the swimming pool

Barncroft Primary School admits children with disabilities without hesitation and is designated as the named mainstream school for children with disabilities.

We are also aware that visitors and staff may have disabilities and will continue to review our buildings so that the access and working environment is suitable for all.

Action Plan

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

Aim 1 Increasing the extent to which disabled pupils can participate in the school curriculum			
Targets	Strategies	Outcome	Timeframe
Ensure all areas of the curriculum can be assessed by children with a physical disability	<p>Continue to ensure that support is provided for all areas of curriculum, particularly those that may be difficult to access e.g P.E. D.T, off site activities</p> <p>Continue ensure that aids to promote learning are readily available in school and class teachers have regular refresher training in using these to support and develop the learning for children with disabilities</p> <p>Ensure links with advisory services are pro-active and supportive</p>	All children, regardless of physical or emotional needs will have equal access to all areas of curriculum	Refresher training as needed and individual support packaged developed as new children/needs arise.
Ensure that adequate provisions made for children with physical disabilities in the planning stages of trips and visits.	<p>Inclusion team informed well in advance an included in site visits whenever possible.</p> <p>All risk assessments to include consultation with inclusion team</p>	All children are included in all aspects of school life	Ongoing
Ensure that all staff are aware of the school's policy on accessibility and inclusion	<p>Provide training for staff and governors</p> <p>Will form part of any new staff induction process</p> <p>Annual refresher training for all staff.</p>	All children will have equal access to the curriculum	Sept 2018 ongoing

Aim 2: Improving the physical environment of the school to increase the extent to which disabled pupils/visitors can take advantage of education and associated services

Targets	Strategies	Outcome	Timeframe
Develop playground to ensure children with disabilities can access new equipment	Sports premium funding	Full access to all play areas within the school	2018
Modify toilets to add another accessible toilet in the Y5/6 corridor Continue to provide clear signage to front entrance	Work with HCC accessibility team on building project	Children with disabilities will have more options in relation to accessible toilets	Summer 2018
Develop sensory room to include hoists and fire door	Work with HCC accessibility team on building project	Children with disabilities will be able to use the sensory room for physio activities as they continue to grow	2019/20

Aim 3: Improving the delivery to disabled pupils and parents of information that is provided in writing for pupils and parents who are not disabled:

Targets	Strategies	Outcome	Timeframe
To enable improved access to written information for pupils, parents and visitors. Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Create and offer information in alternative formats Access arrangements are considered and put into place for statutory testing Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible	Evidence that appropriate considerations and reasonable adjustments have been made Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.	ongoing

This plan will be monitored by the Headteacher and Governing Body. It will also form part of the yearly discussion when the building is reviewed by Property Services.