

Accessibility Plan 2017/18

Rational

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”, issued by DfES in July 2002.

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.

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):
 - not to discriminate against disabled pupils in their 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.
- 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, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum:

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

Activity

a) Education & related activities

The school will continue to seek and follow the advice of LA services, such as Educational Psychologists, and of appropriate health professionals from the local NHS Trusts/social enterprises. This includes Speech Therapists, School Nurse and other outside agencies.

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 and fittings. However, it is recognised that Batheaston Primary School has access arrangements that may prove challenging for some adults with physical difficulties as the staff room and kitchen are upstairs in the Victorian building old School House. The staff toilets are also upstairs but there are 2 accessible toilets elsewhere in the school. Children can access the hall, new and older classrooms as well as different toilets in both school buildings.

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 when required or requested.

Accessibility Plan 2017 - 2019

CURRICULUM				
Outcomes	Description of development actions	Resources required	Lead responsibility	Impact
All pupils have access to a rich and exciting curriculum at an appropriate level	<ul style="list-style-type: none"> • Data analysis is used to identify those pupils working outside their expected level so that appropriate learning is planned for them. • Provide one-to-one or small group work for those with specific needs • Select whole school topic choices which celebrate diversity and challenge stereotyping 	SLT time to analyse planning and work scrutiny to monitor pupils' learning opportunities	SLT and teachers	All pupils accessing as much curriculum/wider opportunities as possible. Exceptions will be discussed with parents and all possible adjustments made.
		Head teacher meets termly with individual teachers in 'Progress meetings' to analyse assessment data and set targets and arrange appropriate provision	SLT including SENCO	All pupils make at least good progress towards challenging and aspirational personal targets.
		Topic planning time	Head teacher/SENCO and all teachers	
Buildings				
Outcomes	Description of development actions	Resources required	Lead responsibility	Timescale
Creative Space alterations completed Planned changes to Children's Kitchen Maintain and develop play spaces and equipment to support inclusive play, eg muddy kitchen in the Lapa Area Maintain the school site to protect everyone's health and	Plans include easier accessibility and partitioning to help reduce noise and distraction for learners including children with sensory needs. Continue to develop play opportunities that support children's different play options and also challenge them physically, eg monkey bars	Devolved capital and contractors Caretaker plus LA checks but will need to ensure smooth transition to MAT personnel/make a new contract Health and Safety monitored and championed by H and S team (governors and staff)	Governors and HT	Creative Space by end of 2017 Kitchen by end of 2019 (unless different funding streams in place) Regular checks and maintenance and yearly equipment check.

safety				
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Buildings				
Outcomes	Description of development actions	Resources required	Lead responsibility	Timescale
<p>The school playground/outdoor apparatus will be protected from damage by wet/cold weather eg- ice</p> <p>Clear boundary markings will be displayed on the playground floor</p> <p>The school site is fully accessible to all pupils, parents, Governors, and other members of the community</p> <p>The school site complies with Health and Safety regulations at all times</p>	<p>Care taker to apply anti slip materials in on children's play apparatus</p> <p>Care taker to re paint boundaries around the school grounds</p>	<p>Anti-slip materials</p>	<p>Care taker/Head teacher</p>	<p>Annually</p>