BISHAM C of E PRIMARY SCHOOL

Accessibility Plan

Date Published: __/__/2015

Review Date: __/__/2018

Signature: Jane Foster

Frequency of Review: 3 Years

Next Review Due: __/__/______

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.

**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.’

**The purpose and direction of the school’s plan: vision and values**

At Bisham CofE Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Bisham CofE Primary School promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are vulnerable.

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.
The main priorities in the school’s plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support;
- The SENDCo has an overview of the needs of pupils with disabilities;
- There are high expectations;
- There is appropriate deployment and training of learning support staff;
- Successful practice is shared within the school;
- The school works with other schools;
- Pupils with disabilities have access to extra-curricular activities.

Increase the extent to which disabled pupils can participate in the school curriculum

<table>
<thead>
<tr>
<th>Targets</th>
<th>Strategies</th>
<th>Outcome</th>
<th>Timeframe</th>
<th>Reference to other documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training for all staff on removing barriers to learning through quality first teaching and targeted provision</td>
<td>Targeted training on inclusion in response to specific pupil needs</td>
<td>Curriculum presentation and assessment allows for improved access by all pupils</td>
<td>Staff CPD sessions</td>
<td>SEN Policy Equality Policy School Development Plan</td>
</tr>
<tr>
<td>Ensure equal access for pupils with disabilities to school clubs, school visits and extra-curricular activities</td>
<td>Audit provision and participation at extra-curricular activities and school clubs Feedback from pupils</td>
<td>All pupils able to access and feel valued within each opportunity on offer School visits are accessible to all pupils</td>
<td>Audit</td>
<td>Equality Plan SEND Policy</td>
</tr>
</tbody>
</table>

Improving the physical environment of the school

<table>
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<th>Timeframe</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Consider the physical needs of all pupils within the environment</td>
<td>Seek advice from support services on appropriate and possible</td>
<td>Classrooms, corridors and other spaces are more user-</td>
<td>On going</td>
<td>Equality Plan Health and Safety Policy</td>
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</tbody>
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### Improving the delivery of information to disabled pupils (and parents)

<table>
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</thead>
</table>
| Written materials can be made available in alternative formats | The school will produce a priority plan for the conversion of written documents into other formats. | The school will seek to provide documents in large print / on usb / in certain other languages if required. | On going | School Policy Documents  
School Information for Parents Guide and other Curriculum guides for parents  
Equality Policy |
| Increase awareness for visitors with disabilities of school routines and expectations | Make visitors aware of emergency evacuation procedures and security considerations when on school site | Increase awareness for visitors with disabilities of school routines and expectations | Make visitors aware of emergency evacuation procedures and security considerations when on school site | Increase awareness for visitors with disabilities of school routines and expectations |