



Binsted CE Primary School



**Accessibility policy and plan
Faith, Hope & Love**

<i>Date of implementation</i> : January 2024	<i>Date for review</i> : July 2026 Appendix 1 Action Plan reviewed annually
<i>Ownership</i> : Curriculum Committee	<i>Linked to</i> : SEN, Equality, Supporting Children in School with Medical Needs, Special Education Needs Policies
<i>Review Committee</i> : Curriculum Committee, Head Teacher, SENCo and Governors	
<i>Communicated to</i> : Parents, Staff, Visitors, Governors, Out-of –school Providers	
This policy should not be read alone but in conjunction with the School's Special Educational Needs, Medical Needs and Equality policies.	

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

A person who is disabled is someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. (Definition: from 'Implementing the Disability Discrimination Act in Schools and Early Years Settings DfES 2006.)

Binsted CE Primary School has high expectations for pupils with disabilities and expects them to be able to participate and achieve in every aspect of school life. Our commitment to equal opportunity is driven by our belief in inclusion for all irrespective of race, colour, creed or impairment. We are committed to making sure that we:

- a) Set suitable learning challenges
- b) Respond to pupils' diverse needs
- c) Overcome potential barriers to learning and assessment for individuals

1. Aim: Vision and Values

This plan sets out the proposals of Binsted CE Governing Body to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA. To achieve the plan, we will:

1. Increase the extent to which disabled pupils can participate in the school curriculum
2. Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
3. Improve 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. The Accessibility Action Plan for this policy is detailed in Appendix 1 and reviewed annually.

The school works closely with feeder schools and outside agencies to identify individual pupil needs, before they arrive at the school, whilst they are moving through it and in preparing feeder schools to receive pupils from us. When preparing to work with disabled pupils, the school always ensures a high level of staff awareness of the DDA requirements, curriculum areas and achievements in extra-curricular activities.

The school is aware of local services, including provision through the Local Authority.

2. The main priorities in the school's plan

Our main priorities are to provide:

a) Increased access to the curriculum for disabled pupils; reasonable adjustment duty and planning duties to improve access and over time planning for the curriculum to become more accessible to all pupils by:

- taking account of individual needs in future planning, so that there is a gradual incorporation of adjustments into the curriculum
- building accessibility considerations into all new curriculum development work
- developing a planned approach to increasing access to different areas of the curriculum over the three-year life of the plan

b) Improvements to the physical environment to increase access to education and associated services at school.

We welcome diversity and difference; in making access improvements we consider classrooms, around the school, within and beyond the school day and or off the school site. We consider improvements and changes to:

- lighting, signage, colour contrast, the acoustic environment
- floor coverings
- toilets, washing and changing facilities
- layout of the playground and other common areas
- provision of ramps and lifts/improvements to entrances/doorways
- provision of particular furniture/equipment to improve access

c) Improvements in the provision of information for disabled pupils within a reasonable time in ways which are determined after taking into account the disability and any preferences expressed by a pupil/parent. This might include: handouts, timetables, worksheets, notices, information about school events; Braille, in large print, in simplified language, on audio-tape, video-tape, sign language, using a symbol system

- in identifying the appropriate format will take account of pupil impairments, access to information may be improved for particular groups of pupils by certain approaches e.g. pupil with learning

difficulties may access information more easily if provided in simplified language, or with language/communication difficulties easier access may be by picture/symbol systems

3 Making it happen

Appendix 1 Accessibility Action Plan. It will be resourced and implemented as detailed in the 3-yearly plan, reported on and reviewed annually by staff and Governing Body and revised accordingly. The annual report includes other aspects of DDA and SEN.

Management, Coordination and Implementation

The overall responsibility for the school's Accessibility Action Plan lies with the Governing Body, but improving access for disabled pupils requires everyone at the school to understand the duties in the DDA and apply this knowledge in their own area of responsibility.

The Accessibility Policy and Action Plan are on the school website. We encourage feedback, as it is an important element in the review/development of the plan and if you require a hard copy, please contact the School Office.

APPENDIX 1 – SCHOOL ACCESSIBILITY ACTION PLAN January 2024

a) Increasing the extent to which disabled pupils can participate in the school curriculum			
Objective	Barrier	What we will do	What we will do
When each new pupil joins the school, we will take full account of their individual needs in relation to the whole curriculum	Possibly specialist equipment that would need to be resourced	Consider each national curriculum subject in relation to the child's identified needs and adapt / amend / purchase resources as appropriate	As each child is admitted to the school we will Audit, Review and Revise our provision to meet their needs
Subject Leaders are aware of potential SEN needs in a more generic way and adapt e.g. for visual and hearing impairment.	Awareness training for subject Leaders	Adapt / amend / medium term planning as appropriate	Take this into account termly as new medium term planning is prepared and when special events are planned into the curriculum such as trips and visits
Teaching staff to develop strategies to adapt their teaching so that they take account of eg hearing and visual impairment in their day-to- day teaching	Awareness training for teachers	Senior Leaders to consider visual or hearing impairment needs at PPA times; staff training for teaching and non-teaching staff	Take this into account when planning / events are prepared for the forthcoming week
HT/AHT to take the lead in inclusion for all pupils and ensuring the school meets the individual's needs	Training as necessary	HT /AHT to meet and discuss training with view to leading other staff in training in longer term	Regular communication about individual needs

b) Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education at Binsted.			
All new building work / refurbishment will meet the latest DDA requirements.	Opportunity to access significant funding	Prioritise according to foreseeable needs of pupils / parents or adults in or coming into the school	Governors to audit, review and prioritise changes according to identified need and make adaptations according to requirements of the DDA and latest available advice for each building project undertaken
In addition to a whole school strategic approach, each individual will be assessed to identify their personal equipment needs	Knowing what is required in the future. Funding depending on type of resource and level of need	Prioritise in order to meet individual current and future needs	Individual assessment as we are aware of the person's needs
c) Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled			
As we receive parents or pupils who have an individual and identified need, we will provide all information that is currently provided for pupils who are not disabled in an appropriate format e.g. enlargement of type, simplified language, pictures and symbols, colour awareness.	Training to raise staff awareness of how we can provide this	Identify source providers and sources of support for required materials / equipment	Audit current provision, review against identified need and prioritise according to level of need
Provide symbols and/or signage for essential notices and signs e.g. toilets, fire exits, welcome to the school, office, staffroom etc	As per identified need	Manage individual requirements as they occur but plan for strategic whole school signs and symbols	Ensure that the HT AHT has carried out a full assessment of individual need and report the need to the relevant personnel eg class/office staff/Caretaking support