

Bealings School **Accessibility Plan**

3-year period covered by the plan: March 2020-2023

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.

1A: The purpose and direction of the school's plan: vision and values

Bealings School is committed to ensuring equal opportunities for any pupil or employee with a disability, to removing barriers to progress and to making reasonable adjustments to reduce disadvantage.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement. The school:

- sets suitable learning challenges
- responds to pupils' diverse needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

The school's policies on Bullying and PHSE promote equality and respect for all regardless of gender, race, colour, creed or impairment.

DISABILITY DEFINITION

A disabled person includes

- a visually or hearing impaired person
- a person with a physical disability
- a person with a medical condition, including diabetes, severe asthma, epilepsy, chronic fatigue syndrome, a mental health condition, cancer and any other ongoing condition such as colitis.
- a person with an autistic spectrum disorder
- a person with Down's syndrome
- a person with dyspraxia and/ or ADHD
- a person with dyslexia

Disability Access and Admission

The admission arrangements for a pupil with disabilities are as follows:-

- Extensive liaison would occur in order to take reasonable steps to ensure that the child is not placed at a substantial disadvantage to those who are not disabled, in the light of the Disability Act 2001. A joint placement might also be considered. "Reasonable steps" is understood primarily to refer to the policies, procedures and practices of the school.
- Consideration would be given to ensure that sufficient appropriate support is available to enable equal opportunities for all.

- The school will action any reasonable physical adjustments or provide auxiliary aids and services in line with the “disability discrimination in schools provision”.
- All staff will receive appropriate guidance and support to meet the school’s duties to disabled pupils.

Other considerations:-

- Bealings is a mainly Victorian school not specifically designed to cater for those with physical disabilities. Staff work flexibly to organise classrooms to enable sufficient access as necessary.
- When arranging trips out, special attention is given to meet the needs of a child with disabilities. These needs will be highlighted on the risk assessment for the trip.
- If a pupil is absent from school for extended periods, then liaison with parents and relevant personnel from the health authority will take place in order to maintain access to the curriculum as near as possible to that being covered in school.

1C: Views of those involved during the development of the plan

Headteacher
Inclusion manager
Governors

2. The main priorities in the school's plan

(commitment to changing attitudes, explaining how the social model is put into practice. What we will do to influence other people)

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

Through assemblies disability awareness is promoted in the curriculum.

Staff working with pupils with disabilities receive appropriate training

Our School Improvement Plan focuses on the 5 outcomes in 'Every Child Matters' underlining our commitment to equal access and opportunities for all children.

Thorough risk assessments are undertaken as required and take full account of the needs of disabled children e.g. A named adult will provide 1 to 1 support as necessary.

Future Developments

- Wider use of prepared visual aids and prompts
- Consider OT assessment of class rooms and optimal seating positions

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

At present the school is fully accessible to the children with disabilities

Future Developments

- Ensure all classrooms are accessible for wheelchairs and frames
- Ensure that all corridors and routes are kept clear of obstacles
- Consider and adapt lunchtime seating arrangements for disabled pupils

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

There is the facility to enlarge school documents as necessary.

Future Developments

- Enlarging print for visually impaired
- Use of makaton signing and /or picture symbols for pupils with communication difficulties

3: Making it happen

3A: Management, coordination and implementation

Lead Responsibilities

Head teacher: D. Bathgate
SENCo: Kelly McLoughin

The effectiveness of the policy will be evaluated by monitoring of the action plan

1): Promoting equality

1): Increasing the extent to which disabled pupils can participate in the school curriculum (2A)

Target	Action	Resources	Outcomes		Achieved?
Greater participation in the school curriculum	Audit school population (pupils/ parents/ staff) to identify those with disability			Disability register	partially
	Promote awareness of disability issues through assemblies and PSHE	Purchase of resources such as 'Just like Us' teaching pack.	Ongoing	Assembly and lesson plans	Ongoing
	Consider training needs of staff to understand and meet needs of disabled pupils	Training time	ongoing	Support staff/ teachers receive appropriate training.	
	Training for staff in use of visual aids, makaton and PECS symbols	Training time			Visual aids makaton
	Provide bank of laptops and typing programmes for disabled/ SEN pupils	Bank of laptops	ongoing	Laptops in use	Ongoing

Disabled pupils supported at lunchtimes	Designated TA/playleader	Matrix/ school budget		Diablded pupils feel safe and are supported with social interaction	
Risk Assessments enable children with disabilities full access as far as possible	External advice sought as necessary including from OT service to audit classroom	Allocated time for Headteacher and SENCO	ongoing	Children with disabilities access school trips/ special events	Yes - ongoing

2) Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services: (2B)

Target	Action	Resources	Time scale		Outcomes	Achieved?
			Start	Finish		
Physical Environment of school is improved to increase access for disabled members of the school community	Assess suitability of lunchtime seating arrangements			Ongoing as needed	Disabled pupils have good access to lunchtime tables with peers	
	Consult parents/ outside agencies e.g. OT to help review needs around school		09	ongoing	Review of needs around school	
	Corridors and routes are clear of obstacles	LA/ SMT		ongoing	Clear access	
	Playground equipment purchased/ borrowed for use by physically challenged pupils	LA, school budget, School's Access initiatives		ongoing	Pupils included in PE and playtimes	

3): Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled: (2C)

Targets	Action	Resources	Timescale		Outcomes	Achieved?
			Start	Finish		
<ul style="list-style-type: none"> School to inform itself if necessary of services available for visually and hearing impaired children and children with Down's Syndrome and other disabilities 	Consult other schools for advice on good practise.	Allocated times		Ongoing as needed	School staff well informed to be able to meet needs of all pupils	Achieved and ongoing

3B Access to the plan

The governors will report on the school's Accessibility and Disability Equality Scheme. This will be linked to other reporting requirements in respect of disabled pupils:

- The arrangements for the admission of disabled pupils
- The requirement for the governors of the school to report annually on the school's SEN policy.