

Beaver Road Primary School

Accessibility Plan 2010 - 2014

Mission Statement

'There are no invisible children at Beaver Road'

At Beaver Road Primary School we are committed to providing a fully accessible environment and curriculum which values and includes all children and enables them to achieve their very best regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of School life and benefit from the full breadth and richness of the opportunities we provide. We are further committed to developing a culture of awareness, tolerance and inclusion within Our School.

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The whole school community has the three key duties towards disabled pupils, under Part 4 of the DDA:

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

This plan sets out the proposals of the Governing Body of the School will oversee increased 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

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.
- The School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favorably in any procedures, practices and service delivery.

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 favorably

- ✓ To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- ✓ To publish an Accessibility Plan
- The School will:
 - ✓ Recognise and value 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
 - ✓ Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. This curriculum endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum by ;
 - ✓ Setting suitable learning challenges
 - ✓ Responding to pupils' diverse learning needs
 - ✓ Overcoming potential barriers to learning and assessment for individuals and groups of pupils

ACTIVITIES

Education and Related Activities

The School will continue to seek and follow the advice of the LEA services and outside agencies such as specialist teacher advisers, SEN consultants, and appropriate health professionals.

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.

Provision of Information

The School will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

ACTION PLAN

The School will publish an Action Plan outlining short, medium and long term targets to ensure the aims of the Key Objective of the Accessibility Plan is met. The current Action Plan is attached.

LINKED POLICIES

The Accessibility Plan will contribute to the review and revision of related school policies ;

- School Development Plan (including Premises)
- Staff Development Plan
- SEN Policy
- Disability Equality Scheme
- Equal Opportunities Plan
- Curriculum Policies
- Anti-Bullying
- Educational Visits

Beaver Road Primary School - Accessibility Plan
Section A - Improving Access to the Curriculum.

Target	Action	Responsibility	Timescale	Review Date	Resources	Outcomes	Evaluation of Impact
To raise staff awareness of the Disability Discrimination Act and their ensuing responsibilities.	ALL school staff and governors trained on the DDA Scheme with reference to the school policies	JM- SENCO DH - Head	DEC 2010		Use of external agencies Use of Twilight Staff meeting time	All staff aware of the impact that DDA has on their teaching and the learning of all children.	
To engage and involve the lead teachers so that disability equality is promoted across all curriculum areas.	Lead Teachers to look carefully at their curriculum area in relation to the DDA. To think about resources that could aid	Lead Teachers SENCO Head	N/R 2010 - 2011 YR 1 2010 - 2011 YR 2/3 2011 - 2012 YR 4/5 2012 - 2013 YR 6 2013 - 2014		Lead Teacher meeting time	Lead Teachers aware of how their curriculum area can be equipped with resources to help all children access the	

	children's learning.					learning in the specific subject area.	
To be aware of how a child's behavioural, social and emotional issues impact on learning.	All staff to complete SEAL training SEAL assemblies for all children.	Lead Teacher for PSHE Head	JULY 2011		Traded Services to deliver staff training.	Implement SEAL in to their classroom environment	
Improve children's awareness of disability issues.	SEAL Assemblies and PSHE curriculum to raise awareness of the issue. Disability equality issues are incorporated into citizenship	All Teaching Staff	JULY 2014		Lead Teacher time Staff Meeting time Involvement of the school council.	All children have a better awareness of disability issues.	

	lessons. School council to write a statement for schools strategic plan		JULY 2010				
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Accessibility Plan Section B - Improving Access to the Physical Environment.

Target	Action	Responsibility	Timescale	Review Date	Resources	Outcomes	Evaluation of Impact
Improve access facilities for wheelchair users	To consult and work with Manchester LEA in the extension of the nursery environment - making it accessible for learning and toileting.	Head Deputy SENCO Business Manager	JULY 2014		Use external service - Lancasterian Barrier Free School Liaise with Manchester building team	Accessible environment so that all children are involved in learning. Accessible toilet facilities.	
School has a clear understanding of pupil	To consult and work with the whole school	Head SENCo	JULY 2011		List of medical needs compiled of all	Use information to plan future	

population for whom school is planning by identifying pupils /staff/ parents with a disability under DDA	community to gather appropriate information. Work alongside the parent advisor for the school.				parents/pupils and staff	adjustments eg: Accessible areas provided for parent/pupils/staff at; Concerts Open evenings Assemblies	
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Accessibility Plan Section C - Improving communication and Information Sharing.

Target	Action	Responsibility	Timescale	Review Date	Resources	Outcomes	Evaluation of Impact
Use symbols to promote independence	Use PEC and Board maker to make simple signs so children are aware of their surroundings	SENCO AHT's	JULY 2011		PEC Board Maker	All children are able to understand the necessary information needed to access	

	All class to use a visual timetable.					learning.	
Increase and enhance the contact with parents to raise awareness of how the school meets the needs of all children,	Produce a parents guide to DDA and SEN which links to what happens in school and the relevant policies.	SENCO	JULY 2011		Staff meeting and Lead Teacher meeting time.	Increase parents understanding of what the school does to provide access for all children. Build a better relationship with home and school.	
Make school policies accessible to all members of the school community.	Adjustments made to the website and e-news letters. Providing translated or even larger prints.	HEAD	JULY 2011		Use of ICT experts.	Policies revised and adjusted.	

	Provide a simplified access version of all policies.						
Revision of recruitment/selection policy	Recruitment/selection policy to encourage employment of staff with disabilities.	HEAD	JULY 2011			Increase the number of staff employed with disabilities. To ensure suitable adjustments are made for staff with disabilities.	