

Accessibility Plan



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.

The Plan sets out the governor's proposals to increase access to education for disabled pupils in the three areas required by the planning duties set out in the DDA:

- to increase the extent to which disabled pupils can participate in the school curriculum;
- to improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- to improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Current Accessibility Arrangements:

Admissions

The following statement is an extract from the School's Admissions Policy. The Governors of Baynards Primary School supports the Special Educational Needs and Disability Act (2001). The Governors are, therefore, committed to the principle of all children having equal rights of access, if this can reasonably be provided.

The admission of a child with Special Educational Needs to the School will be conditional upon:

1. The parents'/guardians' full disclosure to the School of the child's disability. Appropriate planning by the School, including requests for additional funding, are dependent upon the School having access to all the relevant information.
2. Following the procedures which are set out in any school policies relating to Special Educational Needs e.g. Assessing Children's Educational Needs.
3. The availability of appropriate facilities within the school. These include both physical facilities and reasonable curricular provision.

Access to Buildings and Classrooms

In the main, all areas of the school are accessible by all children and their parents. These areas are detailed below.

Building	Features
Classrooms and corridors	There is a disabled toilet. Classrooms are large enough to navigate a wheel chair around. Corridors are wide enough for wheel chairs to be used. Doors are wide enough to allow wheel chair access. Doors have low fitted handles. The main entrance to the building is flat allowing for easy wheel chair access. There is a disabled parking space located right in front of the main entrance. Classroom exterior doors in all classes have a step down to exit and enter, therefore ramps would need to added.

Hall	Main entrances are flat allowing for easy wheel chair access. The exterior doors in the hall have a step down to the outside playground. Access to Kitchen Servery is clear and suitable for wheel chair bound pupils using the right hand side doors only.
Playground	Available for all pupils. Access is available without the need to use steps, if exiting from the class 3 and 4 cloakroom doors.
Field Area	Available for all pupils.
Entrance Paths	All clear of steps allowing easy access for all pupils and parents.

Evacuation Procedures

The schools Fire and Evacuation Drill lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the 'One Page Profile' for the pupil found in each child's tray.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The One Page Profile for the pupil will address the issue, which will therefore be kept under constant review.

Advice is sought from the appropriate agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- Input from specialist (external) teachers
- Technological enhancements - induction loops, ICT
- Adaptation of teaching materials

Furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the School's SENCO, teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or national qualifications.

The school's policy on Teaching and Learning incorporates advice for teachers on supporting disabled pupils. The school has an on-going program of staff development related to meeting the needs of different learners. More information can be found in the 'Schools Offer'.

Information for Pupils and Parents

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.

Large print format materials are available when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc, then the school will be happy to consider alternative forms of provision.

At Baynards we believe that children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

Other important plans are contained and considered within this plan. They are:

- Equal opportunities (including Racial Equality) Policy
- Health & Safety Policy (including procedures for administering medicines)
- Emergency Evacuation Procedures
- Special Educational Needs/ Inclusion Policy
- Behaviour Policy
- Admissions Policy

Action Plans

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is an Action Plan which shows how the school will address the priorities identified in the plan if required.

TARGET	STRATEGIES	OUTCOME	TIME FRAME	GOALS ACHIEVED
To monitor and review accessibility of buildings and classrooms		All current provision is met	Ongoing	
To monitor and review access to curriculum and provision		All current provision is met	Ongoing	

Management of the Plan

To be monitored annually by the Governing Body.

Parents/ Carers may request a copy of the Accessibility Policy/ Plan from the School Office.

Ratified by the Governing Body: October 2019