



Accessibility Plan

December 2015

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1.0	12/01/11	S. McCorry	Approved	Original Document
2.0	10 July 2012	J Jennings S McCorry	Approved	Review of Document
3.0	07 November 2012	J Jennings A Peet S McCorry	Approved	Re-write of document to facilitate ongoing manageability of document.
4.0	14 December 2015	J Jennings	Approved	To extract the statutory Accessibility Plan from the outdated Equality Scheme

Reviewed By: Resources and Premises Committee
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BURYFIELDS INFANT SCHOOL ACCESSIBILITY PLAN 2015 – 2018

RESPECT – EXCELLENCE - ACHIEVEMENT

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils,” issued by the DfES in July 2002.

Definition of disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) as follows:

“A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.”

Key Objective of the Accessibility Plan

For current and prospective individuals with a disability:

- To reduce and eliminate barriers to curriculum access
- To enable full participation in the school community

Principles

- Compliance with the DDA is consistent with the school’s aims and equal opportunities policy and with the operation of the school’s SEN policy;
- The school recognises its duty under the DDA (as amended by the SENDA):
 1. Not to discriminate against disabled pupils in their admissions and exclusions or in the provision of education and associated services;
 2. Not to treat disabled pupils less favourably;
 3. To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
 4. To publish an Accessibility Plan;
- In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002);
- The school recognises and values parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities and respects both parents’ and children’s rights to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, which is planned in order to meet the needs of all pupils and which endorses the key principles of inclusivity in the National Curriculum:
 - ✓ Setting suitable learning challenges;
 - ✓ Responding to pupils’ diverse learning needs;
 - ✓ Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Action Plan

The following Action Plan outlines the main activities which the school will undertake to achieve the key objectives above:

1. Education and related activities – the school will continue to seek and follow the advice of Local Authority services, such as specialist teacher advisers and SEN inspectors / advisers and of appropriate health professionals from the local NHS trusts.
2. 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, colour schemes and more accessible facilities and fittings.
3. Provision of information – the school will make itself aware of local services, including those provided through the Local Authority / DfE / STA, for providing information in alternative formats when required or requested.

Linked Policies

- SEN
- Equal Opportunities

Physical Environment				
Objective	What	How	When	Success Criteria
Review emergency evacuation procedures for disabled pupils and visitors	<p>Update evacuation plan to include disabled visitors. Develop PEEP for pupils as required.</p> <p>Wheelchair access to entrances in new build areas 2015 onwards</p>	<p>Individual plan (PEEP) created as required.</p> <p>Liaise with LA planning / architect re any new builds</p>	<p>Main plan update autumn 2015.</p> <p>2016 / 17 expansion project</p>	<p>All individuals can evacuate safely.</p> <p>Disabled pupils, staff, visitors have independent egress where possible and an assigned adult to support the PEEP</p>
Ensure working environment is suitable for all pupils including those with visual impairment, hearing impairment and disabilities	<p>New AV screens to replace faded interactive boards</p> <p>Incorporate appropriate colour schemes when refurbishing</p> <p>Equipment purchased / loaned from LA and provided according to needs</p> <p>Lessons adapted to ensure position appropriate for visually / hearing impaired</p> <p>Use of Makaton if required (a language programme using signs and symbols)</p>	<p>Fundraising for AV screens</p> <p>Seek advice from LA building surveyors</p> <p>Makaton refresher as required</p>	<p>AV installation 2015/16 across the school</p> <p>Colour schemes as required</p> <p>Resources sourced as necessary</p>	<p>No barriers exist for learners with a disability</p> <p>Colour schemes aid navigation around the building (eg all door frames clearly visible)</p> <p>Resources are available as needed</p>
External environment is suitable for pupils with visual impairment, hearing impairment and disabilities	External signage / markings meet the needs of the visually impaired	Step edges / raised surfaces marked. Playground surface to be improved	Ongoing. Raised play surface replaced Spring 2016	All areas are accessible for those with disabilities.

Provision of Information				
Objective	What	How	When	Success Criteria
Improve availability of written information in alternative forms	<p>Information provided for parents in clear print and 'simple' English</p> <p>Admin staff to support and help parents to access information and complete school forms</p> <p>School to use HCC services for converting written information into alternative forms:-</p> <ul style="list-style-type: none"> - SLS - large format reading books, Braille texts; - EMTAS – dual language texts; <p>School to arrange for alternative formats for end of Key Stage Tests with STA.</p>	<p>Admin officer, Headteacher, Inclusion Manager and Assessment Manager</p> <p>Contact appropriate services for assistance</p>	As required	School able to deliver information to all pupils and parents with disabilities in an appropriate format
Ensure information is prominent on the school website.	Home page has information re accessibility	CH to update school website	Autumn 2015	Stakeholders are aware of school provision and sport
IEP and ELSA information to be further developed and improved to support parents	Child / parent friendly formats and information leaflets	Inclusion Manager to develop with support staff	Spring 2016	Parents and children have clear understanding of their support
Languages other than English to be visible in school	A multilingual welcome area	SMSC leader	Spring 2015	Children / visitors from different backgrounds feel welcomed / have recognition at the school