

Bredenbury Primary School
ACCESSIBILITY POLICY
September 2018

Signed and dated:
Chair of Governors
Headteacher

Status: STATUTORY

1. INTRODUCTION

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act (DDA) 1995 as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows: **‘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.’**

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘substantial’ means ‘more than minor or trivial’. ‘Long term’ means ‘has lasted or is likely to last more than 12 months.’

This definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

Policy - Consultation with Governors in:	October 2017
Policy - Ratified by Governors on:	18.10.2017
Plan – Existing plan to be evaluated and new plan written in:	December 2017
Plan - Consultation with parents in :	January 2018
Plan - Ratified by Governors on:	27.2.2018
To be reviewed every 3 years in:	November 2021

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2. PURPOSE OF THE PLAN

The purpose of this plan is to show how Bredenbury Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

3. PRINCIPLES

Compliance with the Equality Act is consistent with our aims and Equality Policy, and the operation of the SEND policy. We recognise our duty under the Equality Act 2010:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the Disability Rights Commission Code of Practice (2002).
- We recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents' and child's right to confidentiality.
- We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorse the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum.
- Setting suitable learning challenges.
- Responding to pupils diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

4. SAFEGUARDING

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Bredenbury Primary School has a duty of care and responsibility towards pupils, parents/carers and staff. The care and safety of the individual is the key issue behind this document.

5. CONTEXTUAL INFORMATION

Bredenbury Primary School is a one storey building which has disabled facilities and toilets. Wheelchair access is available into the building through the main entrance, outside classroom doors and the school hall doors. Disabled parents or parents with disabled children are given special passes (to be displayed in their car) that allow them park outside the school when they pick up and collect their child from school.

When children enter school with specific disabilities, the school contacts the LA professionals for assessment, support and guidance for the school and parents.

The current range of disabilities within the school are:

Bredenbury Primary School has children with a range of disabilities and specific learning difficulties. We have a number of children who have asthma and all staff are aware of these children. Inhalers are kept in the classroom and a record of use is noted.

We have competent First Aiders and Paediatric First Aiders who hold current First Aid Certificates. All medication is kept in the Medical Room, which is a safe and secure place next to the main office. Administration of Medicines consent forms are filled in by parents outlining the illness and amount taken and time their child needs to take the medication. All medication that is given in school is recorded.

6. ACCESSIBILITY PLAN

Legal background – From September 2002, the Disability Discrimination Act (DDA) 1995 outlaws' discrimination by schools and LEA's against either current or

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prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger.

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:

- 1. Increasing the extent to which disabled pupils can participate in the school curriculum.** This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits;
- 2. Improving access to the physical environment** to improve and maintain the physical environment and resources of the school to increase the extent to which disabled pupils can take advantage of education, the school environment and associated services. This includes improvements to the physical environment of the school and physical aids to access education.
- 3. Improving access to information by improving the delivery of information for pupils and parents with disabilities.** This will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils. The information should take account of the

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pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

- 4. Improving equality and inclusion for pupils with disabilities** ensuring that all learners, including those with Special Education Needs, and disabilities, make expected or better than expected progress.