Upper Beeding Primary School

Accessibility Plan

December 2018

A. Introduction

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

- At Upper Beeding School we demonstrate a commitment to inclusion wherever possible, in order to increase the participation of children with Special Educational Needs and Disabilities in the curriculum, and in all areas of School life
- The SEN and Disability Act 2001 (SENDA) makes discrimination against disabled individuals unlawful in their access to education. According to the Act a person has a disability if "*he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities."*
- In addition, the Disability Equality Duty was introduced in 2005 as an amendment to the Disability Discrimination act (1995) and sets out a requirement to take a proactive approach to promoting disability equality and eliminating discrimination
- Most children with special educational needs will not be disabled within the meaning of the Act. However, a significant proportion of those who are disabled will have special educational needs.

[References: Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005. http://www.legislation.gov.uk/ukpga/2010/15/schedule/10]

The integration of disabled pupils will be assessed on their individual needs. We would work with the child, the parents or carers, other identified agencies and the LA to establish their needs and requirements. We will endeavour to devise a plan to ensure they are able to access the curriculum and participate in school life.

This policy and objectives will apply equally to all staff, volunteers, Governors and visitors to Upper Beeding Primary School.

Anti-Discrimination Duties

- It is our duty not to treat disabled persons less favourably, without justification, than their non-disabled peers.
- It is our duty to make reasonable adjustments to ensure that persons who are disabled are not put at a substantial disadvantage in comparison to others who are not disabled and vice versa.

B. Aims and Objectives

We are committed to an inclusive curriculum and increasing access to the school's facilities for all by:

- Increasing the extent to which disabled pupils can participate in the school's curriculum;
- Continuing to improve the physical environment of the school;
- Improving the delivery of information to disabled pupils and other members of our school community.
- Responding with appropriate adaptations to the needs of new arrivals to the school
- Teaching our children tolerance and understanding of disability. Giving them a positive attitude to disability equality.

C. Our Commitment to an Individual

When an individual with a disability is known to be coming to Upper Beeding Primary School, we will aim to implement a plan that will:

- Assess any adaptations that may need to be made to the environment
- Establish what additional resources would need be required or beneficial
- Assess if we have required skills and expertise amongst the existing staff to support that individual
- Assess any medical requirements with the support of external professionals. Training may be required.

However, we reserve the right to balance the ability of the school budget to meet any identified provision against how it will impact on the ability of the school to meet its wider obligations to all individuals in the school.

This policy must be read in conjunction with the following policies and documentation which also make reference to inclusion and accessibility to the physical environment, the taught and wider curriculum and the ethos of the school:

- Premises Development Plan
- Teaching and Learning policy
- SEND policy
- Health and Safety policy
- Equality Act 2010

D. Future works linked to Premises Development Plan (as of November 2018)

1) Renew Visual impairment markings at doorways and on pillars
2) Ensure Fire alarm audible in Blue Building

AUDIT OF EXISTING ACHIEVEMENT/PROVISION – November 2018

1. PHYSICAL (All buildings are single floor)

Main Building

- Wheel chair access via ramp at three points around the building enabling easy access to all parts of the building
- Steps and ramps painted yellow where necessary and posts banded for visual impairments; good contrast between walls/door and flooring
- Disabled toilet facilities with handrail and appropriate height sinks, emergency pull etc.
- Audible fire alarm and adult support for physically impaired or hearing impaired children
- All classrooms and corridors carpeted to improve acoustics and anti-slip surface in doorways and around drinking fountains.
- All classrooms are well lit with blinds to give adjustable lighting conditions
- Tables of various heights available for wheelchair users.
- Specialist room available for 1:1 and small group work

Old Building

- Wheel chair access via ramp at main entrance
- Disabled toilet facilities with handrail
- Audible fire alarm and adult support for physically impaired or hearing impaired children
- All classrooms and corridors carpeted to improve acoustics
- Tables of various heights available for wheelchair users.
- Specialist room available for 1:1 and small group work and counselling / play therapy

Blue Building

- Wheelchair access via front and both back doors
- Well lit with blinds to give adjustable lighting conditions
- Disabled toilet facilities with handrail and alarm
- Carpeted to reduce noise
- Good contrast between walls and flooring
- Equipped for use with small groups, 1:1 support as well as nurture activities

External

- Wheel chair access to all areas
- Designated parking area within car park for disabled badge holders
- Handrail at main door and double door to allow wheelchair access.

2. CURRICULUM

- Curriculum differentiated by task and outcome.
- Liaison with external services and agencies (physical, sensory, learning, behaviour etc).
- Detailed pupil information held on central data base and given to all staff.
- Teaching assistants deployed to cover a mix of curriculum needs.
- Teaching assistants trained to cover wide range of special needs.

- Special arrangements made for SATs (extra time applied for if appropriate, use of amanuensis, help with reading readily available for maths).
- Specialist resources available to support specific needs.
- Parents and pupils involved in target setting and in ILPs.
- Parent support and multi-agency meetings for pupils with special needs.
- Specialist teacher supporting learning and giving pastoral and inclusion support.
- Risk assessments carried out on all out of school visits so that they are accessible to all pupils
- Multisensory learning experiences
- Promotion of disability equality during PHSE and RE lessons / assemblies and cross-curricular themes.