Bushfield Road Infant School

School Accessibility Policy

Reviewed: Summer 2024 **Valid until: Summer 2025**

Approved by Governors Summer 2024

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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 the "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by the DfE in July 2002.

Definition of Disability

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, where possible, eliminate barriers to accessing the curriculum and to enable full participation at Bushfield Infant School for pupils, staff, parents and visitors with a disability.

Principles

Compliance with the DDA is consistent with the school aims and the operation of our SEN and Inclusion Policies. This access plan should also be read in conjunction with our Single Equality Policy. We recognise our 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 favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan which increases access to education for disabled pupils

- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002)
- The school recognises and values parents' knowledge of their child's disability and its effects on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles
- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

a) **Education & Related Activities**

The school will continue to seek and follow the advice of the Local Authority services, such as specialist advisors and also of appropriate health professionals.

b) 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.

c) **Provision of Information**

The school will make itself aware of local services, including those provided by the Local Authority, for providing information in alternative formats when required or requested.

Linked Policies

This plan will contribute to the review and revision of related school policies. For example:

- School Development Plan
- Health & Safety Policy

- SEND Policy
- Inclusion Policy
- Curriculum Policies
- Single Equality Policy
- Medical conditions policy.

AIMS:

Aims for Bushfield Road Infant School include:

- To ensure that disabled pupils/pupils with Special Needs can participate fully in¬ the school community and curriculum.
- To ensure that the physical environment of the school takes account of the¬ needs of pupils, staff, parents and visitors.

Short/Medium and long term targets are as follows:

TERM TARGETS	STRATEGIES	OUTCOMES	TIMEFRAME	ACHIEVED
To ensure that all areas within school are free from obstructions, enabling good access and unobstructed movement around the school for all.	All staff and caretaker to be proactive in ensuring good, clear accessibility in and around the school.	Accessibility is effective and free from obstructions.	Ongoing	All staff aware of target. All pupils and adults have unobstructed movement in and around the school.
To liaise with pre-school settings to review potential intake for September 2024/25 and 2025/26 Discuss with parents any identified needs and appropriate actions required.	Identify pupils who may need additional to/ different provision to enable compliance with the Equality Act	Children identified early and action taken to ensure good accessibility. Discussion with parents before pupils access the Nursery	Summer 2024 Summer 2025	Equipment, modifications, procedures will be set in place as appropriate to need.

To ensure disabled parents have every opportunity to be involved in the school community.	Utilise disabled parking spaces for disabled parents to drop off and collect children. Identify and address the needs of families and visitors in relation to gaining easy access to school events.	Disabled car parking spaces used to help those with disabilities. School accommodates parent's and visitors needs within school events etc.	Ongoing	Parents/Grandparents involved in the school community. The school is accessible to all adults, including visitors to the school.
To establish and maintain close liaison with outside agencies as appropriate for pupils with ongoing medical/mobility needs.	Ensure good relationships and collaboration between all key personnel.	Individual needs met through collaboration of key personnel.	Ongoing	Advice acted upon and needs met effectively. Relationships are positive with all outside agencies.
To ensure full access to the curriculum for all children.	Specific equipment /resources sourced. Curriculum differentiated as appropriate to individual need. Teaching styles adapted as appropriate to individual needs.	All pupils supported and accessing curriculum.	Ongoing	Appropriate support and resources/equipment enables full access to the curriculum.
To review attainment of all pupils, including SEND, lowest 20% and highest achieving pupils.	Progress meetings, SEND reviews and termly liaison with parents	Assessments ongoing & Progress tracked with next steps identified and planned.	Ongoing. Termly meetings.	Progress made by all pupils from their starting points.