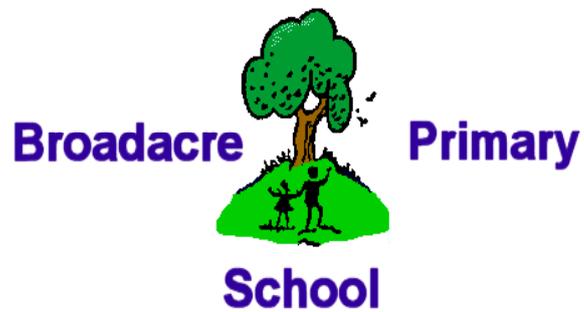


Broadacre Primary School



Accessibility Plan

Summer 2012

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.

This plan sets out the proposals of the Governing Body of Broadacre Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

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

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1. Starting Points

Vision and Values

At Broadacre Primary School we are committed to inclusion and equal opportunities for all children and staff. Our curriculum will reflect this and we will aim to increase accessibility to the school's facilities for all by:

- Planning a curriculum that meets the specific needs of all pupils;
- Setting suitable learning challenges;
- Responding to pupil's diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- Improving the physical environment of the school site;
- Improving the delivery of information to pupils and adults with disabilities.

The Governing Body will ensure that the staff are familiar with the vision and values of the school and have appropriate training so that these can be achieved.

This plan will influence the School Improvement Plan.

Information from Pupil data and School Audit

Data is taken from the January School Census 2012-

- The school has 351 pupils, which is considerably higher than the national average, including a 39 place nursery.
- Level of deprivation is high, but is lower than LA average.
- 34.8% of households are within the 10% the most deprived households nationally.
- 24.5% of pupils are FSM – below the LA average, but above the national average.
- % of pupils with EAL is in line with LA, but below national average.
- There are 9 discrete languages spoken.
- Minority Ethnic pupils are broadly in line with LA average, but below the national average.
- % of SEN pupils is broadly in line with LA & national averages.
- SA = 7.2 %, which is 4.1 below the national average & 2.8 below the LA average.
- SA+ = 5.3%, which is 1.3% below the national average & 2.2 below the LA average.
- Statements = 2.2%, which is above the LA & national average by 0.8%.
- There are 5 LAC
- Absence = 6.5%, which is considerably higher than the LA & national averages.
- School is part of the Bransholme and District Learning Partnership – a soft federation

Staff awareness

- Communication of children's needs within the school is good;
- Differentiation wherever possible is the expected norm in order for children to gain access to the curriculum and other activities including visits out of school.

Impact on disabled pupils on the way the school is organised

- The school policies and procedures take account the needs of disabled children;
- The physical environment of the school, with four classes housed in two mobile units, does not lend itself to easy access;
- The curriculum is suitably differentiated to enable access by all;
- The school has many learning aids used to support children in their learning.

Outcomes for disabled children

The children try hard and achieve appropriately in extra-curricular activities. They are expected to participate in the Y4 swimming programme and sports activities and with careful planning for their needs often achieve well. The school works in partnership with parents and other agencies to enable positive outcomes for children who need support.

The school has set the following priorities for the development of information and data to support the school's accessibility plan:

- The school tracks the achievements of all vulnerable groups and uses the data to formulate appropriate individual targets;
- Policies will be reviewed to ensure conformity with the DDA;
- The school will work with appropriate agencies to ensure that the medical procedures of the school conform to current requirements.

Views of those consulted during the development of the plan

All available parties were consulted in the preparation of this plan. However, there is scope to gather further information over the life of the plan using formal and informal methods

The school has set the following priorities in respect of consultation on the plan:

- Use a parent questionnaire to ascertain on-going views on an annual basis;
- Meet with external agencies annually to see if any adjustments are needed.

2. The main priorities in the school's plan

Increasing the extent to which disabled pupils can participate in the school curriculum

The school has begun to remodel the curriculum so that it meets the requirements of all pupils more effectively. This is to make the curriculum more relevant and easily accessed by all children. This will identify the priorities for the School Improvement Plan year on year. The work in this area will be led by key members of staff who will contribute in accordance with their professional expertise. Some of this work will involve partnership working with cluster schools and networks and will draw on the expertise of external agencies such as Educational Psychology, the Speech & Language Dept, SureStart, ESPD and other agencies. This work must take account of developing technologies over this period in order to improve access for all. The remodelling will enable teachers to plan in a more appropriate way to meet the needs of the children they teach. This will be supported by a system of tracking the progress of each individual in order to achieve high expectations by all staff and by children themselves. There have been changes to timetables as cross curricular work is developed and this has given flexibility to the curriculum. Setting arrangements in literacy and numeracy will account for delivery at a more specific range of ability and enable raised self esteem and levels of participation.

The employment of new teaching assistants, with specific roles, will enable the school to assess and meet the needs of pupils in particular areas.

The school is built on one level but four classes are taught in two mobile units. Both mobiles have disabled access. There are good sanitary facilities with

easy access and the school has a spacious disabled toilet. Access to the playground is by various doors, some of which have steps to the playground and some have a slope or flat access. It is easy for disabled pupils to access the playground through different doors. The main entrance of the school has flat access up to the main door. Special events need to be carefully considered in terms of e.g. excessive noise as some children with some conditions have an adverse reaction. This can be addressed by those children being seated at the back, even if they are younger than others who would be sitting at the back. School visits, designed to enrich the curriculum need to be carefully considered in terms of transport, access to buildings and adult support. The school uses interpreters and sign language experts to communicate with parents who need this additional support.

The school has set the following overall priorities for increasing curriculum access;

- **Remodelling curriculum for greater inclusion of cross curricular links;**
- **Rolling policy review so that policies include awareness of disability;**
- **Staff training to increase awareness of disability;**
- **Consideration of staffing allocation for support and access.**

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Changes to the physical environment are minimal due to the consideration given when the building was designed. However, there is scope to add visual signage to key areas of the internal building.

The school has set the following priorities for physical improvements to increase access:

- **Audit classroom equipment for access for pupils who are visually and aurally impaired – supply to fill any gaps ;**
- **Identify visual signage needs and supply .**

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Differentiation in all its forms will take into account the needs of individual or groups of pupils. Currently, material is differentiated by size of print, challenge and amount. Expectation is differentiated by degree of support/independence and amount of work required. Timetables are visualised for autistic children through the use of PECS and the preferred sign language is Makaton.

The school has good relationships with the services which provide support in this area, so support for a new challenge to the school would be dealt with by contacting them.

The school has set the following priorities for providing information for disabled pupils:

- **Ensure that identified differentiation covers the needs of all children;**
- **Ensure that TAs receive planning in time to make the necessary adjustments;**
- **Ensure that the SENCO of the school knows who to contact for support.**

3. Making it happen

Management, coordination and implementation

The plan shows how the range of Governing Body sub-committees will evaluate the ways in which the issues are addressed. The plan will be reviewed annually by the full Governing Body and any amendments made at this stage.

The planning process:

- This plan and its delivery is the responsibility of the Governing Body of the school;
- Responsibility for its review will be delegated to the appropriate sub-committees and will be considered annually through the termly meetings;
- A range of evidence – questionnaires, photographs, physical checks will be used as the basis of evaluation, sought from all stakeholders.

Coordination: the school will give appropriate consideration to how this plan fits in with other responsibilities:

Under other legislation:

- SEN legislation (most disabled pupils will also have SEN and the effectiveness of the school's provision to meet SEN will therefore have an impact on the progress of disabled pupils);
- Other parts of the DDA (duties towards the general public, in Part 3, and to staff in Part 2).

As the following plans are revised and amended, necessary elements will be included in the following plans

- School improvement plan;
- Professional development plan;
- Teaching and learning policy
- Risk assessments;
- SEN policy;
- Asset management plan;
- Health and safety policies.

The school has set the following priorities for the management, coordination and implementation of the accessibility plan:

- Make the review of the plan an annual agenda item for appropriate sub-committees of the Governing Body ;
- consider the needs of this plan when updating other strategic plans.

4. Getting hold of the school's plan

The school makes its accessibility plan available in the following ways:

- In written format on request;
- Electronically (read only) on request.