



THE BISHOPSWOOD SCHOOLS FEDERATION

School Accessibility Policy and Plan

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 DfES 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 Objectives

- To reduce and eliminate barriers to access to the curriculum
- To allow full participation in the school community for pupils and prospective pupils with a disability.

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- The school recognises its 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 annually (see Appendix 1).
- 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 the parents' and child's right to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, endorsing the key principles in the National Curriculum 2014 framework which is adjusted to meet the needs of individual pupils as appropriate and as set out in the SEN Code of Practice 2014:
 - 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 LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

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 through the LA, for providing information in alternative formats when required or requested.

Parking

Disabled parking bays have been marked within the school ground adjacent to the footway for ease of access at both the infant and junior school buildings. This is monitored for appropriate use as required.

Related Documents

This Plan will contribute to the review and revision of related school policies and documents

- School Improvement Plan
- Buildings Plan
- SEN Policy
- Equality Information and Objectives
- Single Equality Scheme
- Teaching and Learning Plan

Policy Reviewed – November 2019

Next Review – November 2021

Appendix 1

Accessibility Plan – Academic Year 2019-20

The Federation SENCO will regularly seek advice on the use of visual and learning aids from the specialist advisory teacher service in respect of;

- A hearing impaired child in Year 1 and Year 4.
- A visually impaired child in Year 4.

The Federation SENCO will seek other specialist advice as required for children who are either identified within or admitted to the Federation with conditions affecting their accessibility to the schools during the school year.

Infant School

- Currently there is access for disabled persons through the reception area, rear of the infant hall and classrooms 1,2 and 3. All access /egress locations have a small lip (max 50mm waterstop) to them so could lead to the persons requiring assistance to enter the building. The access / egress points to classrooms 4, 5, 6 and external door to corridor by classroom 6 have steps. The site management team maintain yellow bands along the edges of the steps. The requirement to convert the steps to a slope will be reviewed as required.

Junior School

- Currently all external access / egress doors with the exception of the external doors from the lower and upper school cloakrooms have a small lip (max 50mm waterstop) to them so could lead to the persons requiring assistance to enter the building. The site management team maintain yellow bands along the edges of the steps. The requirement to convert the steps to a slope will be reviewed as required.