



BROADSTONE MIDDLE SCHOOL

POLICY :

Accessibility Plan

Author:	Head Teacher
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	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	School is aware of the access needs of disabled children, staff and parent/carers.	Plan for individual disabled children as part of IEP process. Include additional question in the confidential pupil information questionnaire about parents/carers access needs and ensure they are met in all events Visit First Schools to discuss any pupils' access needs.	Ongoing	SENCO SENCO	Plans implemented for all disabled pupils and all staff aware of all pupils' access needs. Parents/carers better able to access fully all school activities.
Long Term	Improve access to the reception area.	New doors have been fitted, furniture moved.	Ongoing	Site Manager	Disabled parents/carers visitors feel more welcome.
Long Term	Improve signage and external access for visually impaired people.	External access to reception improved.	Ongoing	Site Manager	Visually impaired people feel safe in the grounds. Access around the site easier for all.
	Consider position of disabled person's parking bay with access to reception.	Moved to main car park.		Haedteacher Site Manager	Accessible parking bay for disabled staff/visitors. Easy access from car to reception for wheelchair users/people with pushchairs etc.
	Review wheelchair access when there is a fire/fire drill.	Health & safety policy reviewed on a regular basis and the needs of individual pupils & training given.	Reviewed annually	SENCO, Fire Officer, Site manager	Safe wheelchair access procedure for wheelchair users. E-vac chair fitted on first floor, adjacent to Lab 1.
	Maintain the good running order of current school lifts.		Ongoing	Site manager	Lifts in full, good working order.
	Ensure TAs are made aware of training for specific disability issues.	TAs are made aware of new course notice in base board that should highlight needs during professional development process.	Reviewed annually	SENCO	Raised confidence and knowledge of TAs.

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	<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibilities</u>	<u>Success Criteria</u>
	Ensure all relevant staff are aware of disabled children's curriculum access.	Set up system to be included with individual education plans.	Reviewed annually	SENCO	All staff aware of pupils' individual access needs.
	Ensure all relevant staff are aware of, and able to use, SEN software and resources.	Run an open day in the base for staff to see and try the resources we have in the base.	Reviewed annually	SENCO	More use of SEN resources in class time.
Medium Term	Review all curriculum area policies to include disability issues.	Subject leaders to include specific reference to disability equality in all curriculum policies.	On going	Headteacher/deputy	A reference to disability issues included in every curriculum area.
Long Term	Ensure all staff have undertaken disability equality training, when relevant training is organised.	Set up Inset training for all staff on disability equality (possibly in conjunction with local special school Winchelsea, Montecute etc)	On going	SENCO & SLT	All staff working from a disability equality perspective.
	Develop links, when appropriate, with local special school to improve understanding of curriculum.	Organise opportunities for staff to observe their curriculum area in a special school.	On going	SENCO	Increased confidence of staff in developing their curriculum area accessibly.
	Develop system for involving TAs in curriculum planning, when budget commitments allow.	Investigate good practice of joint TA/teacher planning opportunities.	On going	SENCO	Improved involvement of TAs in planning and evaluation of lessons. This takes place on a more informal basis. TAs are planning for the 1:1 intervention sessions.

Broadstone Middle School

School Accessibility Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has 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 the 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.

Visions and values

To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in the local community for pupils, and prospective pupils, with a disability.

We aim:

- to provide for and ensure full access to the curriculum for all pupils
- to ensure dissemination of all relevant policies and practices
- to provide and ensure full access to the school building

Principles

- Compliance with the DDA is consistent with Broadstone Middle School's aims and equal opportunities policy, and the operation of Broadstone Middle School's SEN policy. Broadstone Middle recognises its duty under the DDA: 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).

Broadstone Middle 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.

Broadstone Middle 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; and endorses the key principles in the National Curriculum 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.