

BOUGHTON-UNDER-BLEAN & DUNKIRK METHODIST PRIMARY SCHOOL



SCHOOL ACCESSIBILITY PLAN

Approved: July 2017
Review Date: Term 6 2019

'Dream, Believe, Achieve Together'

We aspire for all our children to become confident, happy and caring individuals who achieve personal success and develop a love of learning and a life built upon our school values.

Boughton-under-Blean & Dunkirk is a Methodist Primary School and our Methodist values are at the heart of everything we do.

- Forgiveness
- Friendship
- Trust
- Justice
- Perseverance

These are then underpinned by our learning values.

- Communication
- Independence
- Aspiration
- Engagement

Our whole school ethos is built upon and guided by them. Every school policy is written with this in mind.

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 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 of information to disabled pupils, 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

1A: The purpose and direction of the school's plan: vision and values

Our school is rightly proud of its record of inclusion and accessibility. This is reflected through the schools ethos, in the way we work with parents, in the way we manage behaviour, encouraging solution based approaches, in rewarding children and the way we work together. Combined with our open admissions policy these factors have allowed and will continue to allow all children to be admitted whatever their needs.

1B: Information from pupil data and school audit

Current data indicates that we have children attending school here that present with the following:

Auditory problems
ADHD
ASD
Asthma
Diabetes
Chronic allergies
Coeliac Disease
Dyscalculia
Dyslexia
Foetal Alcohol syndrome
Generalised Anxiety Disorder
Hypoglycemia
Hypermobility
Irlen's Syndrome
Langerhans Cell Histiocytosis
Dyspraxia
Generalised Anxiety Disorder
Severe Language Disorder

Early consultation with local feeder nurseries and playgroups ensures that early notification of children with any levels of disability are identified and appropriate planning put in place to accommodate them. Consultations are held with parents in home surroundings as the children start school.

We ensure a smooth transition within the school by liaison between staff.

1C: Views of those consulted during the development of the plan

We consulted initially with staff, parents, pupils and main stakeholders and since then because the cohort in school changes yearly, we maintain ongoing close

contact with parents and carers to ensure our provisions meet the current requirements of pupils at our school. We also use alternative sources to inform the plan such as school data and 'local' knowledge regarding outside support from other agencies, or people coming into school to provide specific activities.

We constantly liaise with outside bodies to ensure that staff are equipped to deliver the support that children with need require. Staff are regularly sent on courses to ensure that their knowledge is up kept up to date.

We continue to highlight access by asking parents for their views and feedback on the accessibility of premises and information through regular items on newsletters.

2: The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

The curriculum is differentiated for all and our Teaching & Learning Team aim to provide appropriate support at all times.

Agencies provide additional support and training for our staff and children to make every part of school accessible to all pupils. We adjust ourselves and approaches to match all of our pupils needs.

Pupils themselves are expected to play a central part in supporting and celebrating this differentiation. The pupils' parents are involved in all aspects of planning for inclusion and accessibility.

All pupils are encouraged to take part in extra curricular activities including school visits and especially the residential visits that take place in Key Stage 2. The school works with individual pupils and their parents to ensure that equal access is provided for all children, and to reassure both that any concerns or individual problems associated with being away from the home environment, will be dealt with in a sympathetic and confidential manner. Our aim is to ensure that any child who wishes to attend a residential trip will be given every opportunity to do so.

The support staff team is increasingly a specialist trained team and includes aspects of 'physio' and OT support and Speech and Language intervention and additional reading. We run lego therapy in every class to ensure that children who need support to learn life skills are in a safe environment where they feel happy and confident to try new things and build on their successes. Our Family Liaison Officer is a trained lego therapist and counsellor and has trained all teaching assistants to deliver to children in the class. 1:1 OT is delivered and the school run a ball skills group, touch typing and sensory circuits.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The school building has good accessibility across the school. We now have a disabled toilet and access to main classrooms and school building is possible as it is all on the level. A disabled parking bay is available for parents in the staff car park. There are two areas that remain that would give accessibility problems. There are two mobile rooms which are currently used for a classroom and the other for small group teaching.

Considerations

Which class is allocated the mobile can easily be adjusted to ensure all children can reach their class for learning; this is temporary because we have a bubble year group going through school currently. Small groups can work elsewhere in school. The mezzanine floor located in the staff room where all teaching resources are currently stored has a flight of stairs, but the storage could be placed elsewhere if we have any disabled staff who find stairs difficult. Parents and children do not need to access this area.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

We consider wherever appropriate providing resources for children who have difficulty accessing the curriculum for whatever reason. For example we have provided different coloured paper and coloured transparencies for those children with dyslexia or certain eye conditions.

Different mediums can be used to teach, to cover all aspects of learning behaviour visual, kinaesthetic, oral and auditory.

Special grips can be used for those with poor fine motor skills to encourage writing.

Smartboards are in all classrooms and help children to visualise work enabling more visual aids to be utilised.

Visual timetables are used extensively across the school. Visual home time reminder.

Makaton is used in the school.

Alpha-Smart keyboards are provided for those children who find written work difficult to achieve and access to laptops is provided where necessary.

Images can support the wording for more visually orientated children.

Further action needed

Other methods would be considered where appropriate and focused on meeting specific individual needs.

3: Making it happen

3A: Management, coordination and implementation

Management and coordination of the plan are the responsibility of the Head Teacher and Governing Body. The SLT will make accessibility a regular agenda item for the team meetings and ensure that decisions are fed back to the rest of the school via the usual channels.

The plan will be reviewed annually or if a pupil with develops or is admitted to school with significant needs. The governing body may delegate the review of the plan to the Head Teacher and the SLT, but will require an update at least annually.

The School Improvement Plan will have accessibility as one of its core themes and will identify necessary resources and budget implications which will in turn inform the budget setting process.

The whole school is responsible for the implementation of the school accessibility plan. We are all responsible for ensuring that no child or adult is held back by any form of disability and have a duty to raise any accessibility issues with line managers, the SLT or the Governing Body.

3B: Getting hold of the school's plan

The plan will be made available to all through the school website and will be available on KLZ.

A hard copy will also be available in the School Policies file in the school office.