Badger Hill Primary School

Together we will grow

Accessibility Policy and Plan

2024-2025

Badger Hill Primary School

Accessibility Plan

Introduction

At Badger Hill Primary School we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion through our school values of caring, considerate and courageous.

The school recognises its duty under the DDA (as amended by SENDA):

- Not to discriminate against disabled pupils in its 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

Definitions of disability

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.

'Long-term' is defined in the Disability Discrimination Act as 12 months or more (see appendix A for fuller definitions).

'Is Tom Disabled?' an assessment tool produced by the DfE can be found in Appendix B.

The school's disability register is maintained by the Special Educational Needs Co-ordinator.
A census showing categories and numbers of pupils with special educational needs and/or disabilities in our school is submitted termly to the Governors by the Special Educational Needs Co-ordinator.

Increasing Access

Badger Hill Primary School is committed to an inclusive curriculum and increasing access to the school's facilities for all by:

1. Increasing the extent to which disabled pupils can participate in the school's curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

2. Improving access to the physical environment of the school. This covers improvements to the physical environment of the school and physical aids to access education.

3. Improving the delivery of written information to disabled pupils. This will include planning to make the written information that is normally provided by the school to its pupils, available to disabled pupils, eg. larger print / Braille.

We recognise that there is a need for raising ongoing awareness and will provide training for staff and governors in the matter of disability discrimination to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Equality Policy
- Health & Safety (including off-site safety)
- Special Needs
- Behaviour Management Policy
- School Development Plan

Consultation with pupils, parents and disabled people

The school is committed to liaising with staff, pupils, parents and other stakeholders to evaluate existing provision and plan for the future needs of the school and its users.

Audit of existing provision

1. Curriculum

- At Badger Hill Primary school we strive to provide a varied and dynamic curriculum for all

- Intervention programmes are available to support children with learning difficulties and disabilities, based on the recommendations of external specialists and the skills and experience of teaching and support staff.

- All pupils are encouraged to take part in a range of physical activities, with modifications where needed.

- The school monitors all visits and clubs to maximise availability and participation to all pupils.

2. Physical Environment

- The school is on one level.

- At the main entrance, appropriately positioned placed electronic pad for gaining access.

- There is an accessible toilet and hygiene facilities with shower.

- Accessible parking spaces are available directly in front of the school building.

3. Written Information

- Advice is sought from external agencies when needed for example, those dealing with Ethnic Minorities, Speech & Language, Visual Impairment etc.

- The school aims to keep up to date with available technology and practices to support individual pupils with learning difficulties or disabilities, drawing on advice from the Support Services.

Reviewing, Monitoring and Evaluating the Plan

1. Adequate resources will be allocated to enable implementation of the plan.

2. The plan will be informed by feedback from parents, pupils and people with disabilities.

3. The plan will be kept under review and revised as necessary.

4. The plan will be published (on the school website) and is available on request, along with comment about progress.

5. The plan will be subject to monitoring by OFSTED during inspections.

The plan is available in the following formats, on request to the school office

- e-mail
- enlarged print version

The Action Plan is devised to create a systematic approach to making the school accessible. In addition to this action plan necessary alterations will be made as and when required to remove any barriers that we find are making life more difficult for people with disabilities

Badger Hill PRIMARY SCHOOL ACCESS PLAN

Date October September 2022

ACCESS TO THE PHYSICAL ENVIRONMENT			
Targets	**Strategies** **Who responsible**	**Outcomes** **Success Criteria**	**Timescale**
Sound systems across school	All staff that currently have a child in their class with hearing should be confident about how to use the system effectively	Effective hearing systems across school enabling all children to access the curriculum. Staff confident in how to use the system Children are able to communicate when a system isn't working correctly	Ongoing but checked at the start of each half term. New staff will receive training
Access to IT	Class teachers are primarily responsible for IT within their own classroom and to ensure that children are able to access the equipment.	All children are able to access IT Specialist IT equipment is used when needed. IT lead and SENDco to check the effectiveness of any specialist IT equipment Liaise with IT support regularly	Ongoing but checked at the start of each half term
Access to school building and overall site is accessible for all pupils and visitors to school	All staff are to be aware of children/visitors who may have specific needs. Entrances are modified to accommodate the needs of all	Pupils and visitors are free to move around school site independently wherever possible. Changes to entrances etc can be made when appropriate	Ongoing
Ensure classrooms are optimally organised for pupils with disabilities within the constraints of the school site	All staff to be aware of individual pupils across school. SENDco to monitor the organisation of classrooms and shared spaces to ensure that they are fit for purpose	All children can access their own classrooms but also shared areas of the school site Leadership within school have a clear overview of rooms and needs	Ongoing
Regular reviews will be made by the SENDCo to ensure that changes to individual needs are met			
ACCESS TO THE CURRICULUM			
Targets	**Strategies** **Who responsible**	**Outcomes** **Success Criteria**	**Timescale**
Increase confidence of teaching staff in	Undertake an audit of training needs on curriculum access. Staff training on	Raised confidence of staff in knowledge and application of strategies.	Termly review

differentiating the curriculum.	teaching ASD, ADHD, differentiation, alternative methods of recording. This will be done through the SENDco.	Shared good practice across school	
Ensure educational support staff have specific training on disability issues.	Audit staff. Plan educational support staff training sessions to meet training needs identified in audit. This is particulary focused around our staff who work 1:1 in school.	Raised confidence of staff in knowledge and application of strategies. Staff regularly assess their own knowledge and CPD	Termly review
Out-of-school activities are planned to ensure participation of ALL pupils.	All activities to be conducted in an inclusive environment with providers that comply with legislative requirements and detailed risk assessments undertaken.	Increase in access to activities for disabled pupils.	As required
Relevant staff (including outside providers are given access to information regarding the individual children.	All relevant staff have access to additional information so they can read relevant paperwork e.g. EHC plans, medical plans	All staff are aware of individual pupil's needs.	As required
Review all curriculum areas to include disability issues.	When planning teachers and support staff to consider the needs of all children especially those with disabilities. PHSE curriculum to address disability equality issues.	Introduction of disability issues into all curriculum areas. This will allow all pupils to access the full curriculum.	On going
Ensure disabled children participate equally in after school and lunch time activities.	Survey participation in clubs at lunchtime and afterschool. PE lead will organise questionnaire.	Disabled children confident and able to participate equally.	As required
Increase computer access for pupils with disabilities.	Purchase any additional equipment.	Disabled pupils access the curriculum using IT equipment	As required
Senior Leaders and the SENDCo will continue to monitor and identify needs and actions for future improvements			
Specialist advice from the Specialist Teaching Team will be sought when required to maximise accessibility for pupils.			
ACCESS TO INFORMATION IN ALTERNATIVE FORMATS			
Targets	**Strategies** **Who responsible**	**Outcomes** **Success Criteria**	**Timescale**
Availability of material in alternative formats.	Seek advice from LA for converting written information into alternative formats. SATS papers (large print / braille)	Delivery of materials to disabled pupils is improved.	As required
Review current publications and promote availability in different formats.	Newsletters and other information in alternative formats e.g. electronic, audio, Braille, or large print versions as required. Check for use of plain English, appropriate font and size.	Delivery of school information to parents and local community improved.	As required

	Seek advice from other schools as to how this is done		
Review signs in school to make them as accessible as possible.	Include visual signs / language / braille as necessary	Everyone can understand signage.	As required
Senior Leaders and the SENDCo will continue to monitor and identify needs and actions for future improvements			
Specialist advice from the Specialist Teaching Team will be sought when required to maximise accessibility for pupils.			

Appendix A

Definitions of Disability

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.

'Long-term' is defined in the Disability Discrimination Act (DDA) as 12 months or more.

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day to day activities is adverse, substantial and long term. The effect of the impairment has to be considered, as it would be without any medication or other treatment.

The definition can include a wide range of impairments such as

- Learning difficulties
- Autism
- Speech and language impairments
- ADHD

An impairment does not in itself mean a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered. Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing and eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Some people are automatically covered by the definition: those with progressive conditions such as cancer, multiple sclerosis, HIV infection or a severe disfigurement.
Many children who have SEN will also be defined as disabled under the DDA. For planning purposes and for the avoidance of discrimination, it may be helpful to think of more pupils with SEN being included in the definition of disability rather than fewer; it is likely that many of the pupils who have SEN and an Education, Health and Care Plan or are undergoing statutory assessment will count as disabled.

However, not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN, but may have rights under the DDA. Similarly, not all children with SEN will be defined as disabled under the DDA. In particular some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.
Details of disability are collected in the following ways:

- Pupils – from SEND Register, medical record sheets and entry data sheets (SIMS).
- Parents/carers – from disclosure to the school or from data entry sheets.

- Staff – disclosure to the Senior Leadership Team in confidence, application form data.

Disability information will be audited according to type:

Type of Disability	Including	Comments
Physical impairment	Mobility difficulties, limb malformation, missing limb.	
Sensory impairment	Sight and/or hearing impairment.	Sight problems corrected with glasses or contact lenses do not qualify.
Learning Difficulty, including Specific Learning Difficulty	General and specific learning difficulties, including dyslexia, dyscalculia and dyspraxia where diagnosis has been made by a recognised and qualified professional.	
Medical condition	Diabetes, arthritis, cancer, depression and many other conditions which require long term treatment.	
Social, emotional and behavioural difficulties	Behaviour and emotional differences which impact on daily life such as ADHD, ASD, Obsessive Compulsive Disorder and separation anxieties.	Diagnosis awarded by a medical professional, e.g. Community Paediatrician or CAMHS.
Speech and language	Development delay or physical difficulties leading to additional Speech and Language needs.	Identification by Speech & Language Therapy Team.

Appendix B
Is Tom disabled? (DfE)

1. Does Tom have a difficulty with any of the following 'normal day-to-day activities'?

Mobility: getting to/from school, moving about the school and/or going on school visits?

Manual dexterity: holding a pen, pencil or book, using tools in design and technology, playing a musical instrument, throwing and catching a ball?

Physical co-ordination: washing or dressing, taking part in games and PE?
Ability to lift, carry or otherwise move everyday objects: carrying a full school bag or other fairly heavy items?

Continence: going to the toilet or controlling the need to go to the toilet?

Speech: communicating with others or understanding what others are saying; how they express themselves orally or in writing?

Hearing: hearing what people say in person or on a video, DVD, radio or tape recording?

Eyesight: ability to see clearly (with spectacles/contact lenses where necessary), including any visual presentations in the classroom?

Memory or ability to concentrate, learn or understand: work in school including reading, writing, number work or understanding information?

Perception of the risk of physical danger: inability to recognise danger e.g. when jumping from a height, touching hot objects or crossing roads?

2. Is Tom's difficulty caused by an underlying impairment or condition?

3. Has Tom's impairment or condition lasted, or is it likely to last, more than 12 months?

4. Is the effect of Tom's impairment or condition 'more than minor or trivial'?

If you have answered yes to questions 1 to 4, then Tom is probably disabled under the Disability Discrimination Act. If Tom receives medical or other treatment to reduce or remove the effects of his condition, he may still be disabled. The test is whether the effects would recur if he were to stop his treatment.