

Bressingham Primary School

Accessibility Plan

Introduction

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Our school's previous access plans were incorporated into a Disability Equality Scheme (dates) and build on those foundations. This access plan includes data and consultation from those schemes where they continue to be relevant.

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Notes

The definition of disability under the law is a wide one. A disabled person is someone who has a

Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

It is likely that every school in Norfolk has disabled pupils, staff members and service users.

Vision and values

Our School fully supports the vision of Norfolk Children's Services, namely:

- We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Our school endorses the Norfolk Inclusion definition that says:

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Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

Where the school’s mission statement already sets out its vision for disabled pupils, the appropriate text could be cut and pasted here. There may also be relevant statements in other school policies and plans relating to pupils, families and employees.

Information gathering

Key starting points have been:

- The nature of the school population for whom the school is planning
- The nature of the school, including a consideration of the impact of the school’s existing plans and priorities

Pupil information will include a range of data:

- Pupils already in school and moving through it
- The nature of the future intake (advance information from pre-school/primary school etc)

A full accessibility audit has been carried out (Appendix1)

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Involving disabled people

The plan is informed by:

- The views and aspirations of disabled pupils themselves
- The views and aspirations of the families of disabled pupils
- The priorities of the local authority

This has led us to focus our plan on meeting the needs of those currently present in school, whilst aiming to address the other forms of disability, starting with Class 1.

The plans

The plans address the three areas of improving access to

- The physical environment
- Access to education, benefits, facilities and services (the whole life of the school) and
- Access to information usually provided in written form

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Appendix 1

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		Objective	What	How	When	Goal Achieved
Short term	1	Improve provision of disability awareness training among TAs and MSAs.	Make sure that all TAs understand their role around disability	Schedule training for September 2018 INSET day	September 2018	
Medium term	2	Improve access from Classes 1 and 2 to outside areas. This is also a fire exit.	Handrails to be installed on ramps starting with Class 1 via corridor. Portable ramp to be placed outside library.	Through school capital budget	In EYFS by December 2018	
	4	Arrange training on improving the school environment for the disabilities in school (ASD)	Ask Chapel School to lead. Audit leading to action. Continue to monitor and improve access to after school clubs for these pupils.	Report to governors on progress.	By December 2018	
Long term	5	Introduce non-visual guides to assist people to use the buildings	Order resources and signage	Seek external advice		
	6	Achieve the Stephen Laurence Award for	Improve positive representation of	Follow award framework.	From now until	

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	Equalities or equivalent.	disability around the school. Invite more disabled people and raise more money for disabilities so pupils have greater empathy.		December 2018	
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