

Accessibility Plan – Boughton Primary School – Summer 2014

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.

The 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; 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.

The school was built in 1932, with a new hall built in 1994 (complete with disabled toilet) and a computer suite in 2001 (latterly converted to group rooms in 2012).

Drawing up an Action Plan

The 3 areas to be considered in this action plan are:

a)Improving Education& Related Activities

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

[See checklist provided on page 29 DfES Guidance “Accessible Schools: Planning to increase access to schools for disabled pupils”]

b)Improving the 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.

[See checklist on page 30 of DfES Guidance.]

c)Improving the Provision of Information

The school will make itself aware of local services, including those provided through the LA and others, for providing information in alternative formats when required or requested.

[See checklist on page 30 of DfES Guidance.]

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
<u>Short Term</u>	<p>Ensure parents/carers with visual disability have equal opportunity to access information from school.</p> <p>Ensure the curriculum can be accessed by all children</p> <p>Any redecorating work within the school is sympathetic to the visually impaired</p>	<p>Highlight on all school documentation that goes to parents that it is available in larger print on request.</p> <p>Check timetables and resources are not a barrier to any individual or group's access to the curriculum.</p> <p>Advice taken re-lighting and colour schemes before any further decorating takes place.</p>	<p>Format of documentation altered appropriately.</p> <p>All children access all aspects of the curriculum.</p> <p>The school decorates in a way that is sympathetic to the VI.</p>	<p>As required</p> <p>Ongoing</p> <p>As required</p>	<p>The school reacts to the needs of both adults and children so that the curriculum is accessible.</p>
<u>Medium Term</u>	<p>To ensure the school develops children's awareness of disability.</p>	<p>Ensure that there are learning resources (books etc) that show positive examples of people with disabilities in a positive light.</p> <p>Invite people with disabilities into school – e.g – Jason Wilsher Mills (as positive role models)</p>	<p>When needed,the school provides written materials in alternative formats.</p>	<p>As required</p> <p>From Sept 13</p>	

		Highlight successful disabled people in sport etc			
<u>Long Term</u>	Any future plans for further development of the building take DDA issues in to account.	Work with architects when planning modernisations.	Where it can be reasonably achieved, the school building continues to be accessible for all.	From Sept 14	

To be reviewed in 3 years