

3 Year School Accessibility Plan 2014-17

INTRODUCTION

Brine Leas school Accessibility Plan seeks to address the statutory requirements of the Equality Act 2010. The 2010 Equality Act replaced the 1995 DDA “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”.

Our aims are:-

- 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 students.

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 our planning duties as contained in the DFE Guidance to Schools on Accessibility plans.

1. Increasing the extent to which disabled pupils can participate in the school curriculum and lunch arrangements.

Access to the curriculum covers not only teaching and learning, but also the wider curriculum such as after-school activities, leisure, sporting and cultural activities or school visits. External Agencies can help by offering staff training, encouraging schools to work together and share good practice, and by offering schools a range of support services such as advice on teaching techniques, classroom management and curriculum material.

2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education, benefits, facilities and services provided

This includes improvements to the environment of the school, which can include visual, acoustic and physical environments. All new school buildings have to comply with the Building Regulations and the Education (School Premises) Regulations 1999 and should be physically accessible to disabled students. Much of the work in the area of improving the physical environment will therefore involve improving access to existing buildings

3. Improve the availability of accessible information to disabled students

This covers planning to make written information normally provided by the school to its students available to disabled students. Information should take account of students’ disabilities and parents’ preferred formats and should be made available within a reasonable timescale.

RECENT SCHOOL DEVELOPMENTS TO THE SITE

In the last four years the school has made significant changes to the school environment. In particular a new post 16 building which is fully DDA compliant was opened in 2010.

Around the school site:-

1. CG29 (white mobile) has a ramp and grab rail for access. EG05 and EG06 (double mobile) was set at ground level to avoid the use of a ramp.
2. DDA compliant Food Technology Room with lower cooker/sink and units etc.
3. Evacuation chairs are located in the three storey (A) block and BL6 with regular training for staff.
4. Ongoing door replacement programme to allow easier access to rooms.
5. DDA compliant D block was completed in 2012; includes handrail and toilet facilities.
6. Locker space provided in the LEC and easy access toilet for students who required storage.
7. New LEC and SEN areas located on the ground floor.
8. New rear entrance without steps.

MAINTENANCE AND RENEWAL

Any changes to paint schemes keep contrasts between walls and floor. Any replacement door furniture is chosen to ease access.

Plans for future build to cater for all needs

INDIVIDUAL NEEDS

An audit of students in partner schools is kept up-to-date and early liaison may commence as early as Year 4, but is normally through Year 5 and 6. Regular visits to school, involvement of outside agencies and families means that adjustments can be made in good time. Individual student plans are made.

Classrooms are timetabled to enable ground floor teaching (or classrooms accessible via the lift) for all subjects.

Children who have sustained injuries such as a broken leg/arm etc have individual risk assessments done and modifications may be made to their timetable to reduce movement around the building and enable access to medical facilities.

SPECIFIC PRIORITIES

Modified furniture and equipment have been purchased for students with motor issues. In addition, changes have been made to an external door enable easier access to the school building. Changes are currently being made to the front door to allow easier access to the School Reception.

REVIEW AND EVALUATION

Annually through students, staff, families and Governors

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| Prepared By: A Cliffe / K Bradshaw | Date: 6 th June 2014 |
| Date Approved by Governors: 07/07/14 | Review Date: June 2017 |

A – IMPROVING ACCESS TO THE CURRICULUM

| Target | Action | Resources | Timeframe | Outcomes |
|---|--|--|---|---|
| Develop range of learning resources that are accessible for students with different disabilities. | Curriculum Leaders to review resources in their areas. | Time/training Laptops for named students. | Ongoing- changed to suit needs of current cohort | Students with disabilities have increased access to curriculum materials |
| Teachers develop their knowledge of different teaching and learning styles. Identify suitable professional development opportunities. | Ongoing professional development and sharing of good practice. | Time/training | Ongoing | Teachers use multiple intelligence principles to suit wide range of learning styles. Higher attainment for students with SEN / disabilities. |
| Teachers and support staff develop skills to deal with students who have specific disabilities. | SEN staff to provide or arrange specific training for new and existing staff relating to disabilities experienced by students. | Time/training Dyslexia training workshops etc | Ongoing on an as and when-needed basis. | Staff have greater understanding of disability issues. |
| Disability equality issues are incorporated into Citizenship education | Appointment of Citizenship Co-ordinator | TLR | June 2014 | Students have greater understanding of disability issues. Reduction in disability-related name-calling. |
| Ensure that the school is prepared to meet the needs of pupils with specific disabilities | <ul style="list-style-type: none"> a) provide training for all staff to develop understanding of the needs of the student b) ensure that the student's curriculum is suitably tailored to those needs c) arrange for meetings prior to start d) liaise with appropriate agencies | Time/training | Ongoing on an as and when needed basis. | Successful transition and progress made by the student. Families involved in decision making and review of provision. |
| Ensure that individual pupils' level of education is tailored to their specific needs | <ul style="list-style-type: none"> a) Establish an initial disability audit for each individual b) Offer appropriate action and support for each pupil | Time/training | Audit procedure has been established in conjunction with Physiotherapy and OT | Good progress made by students via tailored delivery of curriculum. Current examples include modification of PE timetable for students with walking difficulties. |

B - IMPROVING THE PHYSICAL ENVIRONMENT

| Access Consideration | Recommendation | Action Plan | Timescale |
|-----------------------------------|--|---|----------------|
| Barrier Matting | Cancel existing order for mats and replace with barrier matting. | Give notice to PHS, obtain quotes, seek approval from Finance committee. Most have been removed. | By end of 2014 |
| Grids | Replace grids, where appropriate, around site. | To form part of Maintenance Budget to comply with safety regulations. | August 2014 |
| Improved access for canteen staff | Canteen extension required. | To form part of development budget/new build. | 2010 |
| Improved access to reception | Rails to Reception entrance. Handrails and tactile paving required around site. | Obtain quotes, check for best value against additional signage directing to alternative entrance. | August 2014 |

C – IMPROVING ACCESS TO INFORMATION

| Target | Action | Resources | Timeframe | Outcomes |
|--|--|--|----------------|---|
| <p>Make information more accessible to students (and parents) with disabilities.</p> | <p>Identify what types of information needs to be included:-</p> <ul style="list-style-type: none"> • Handouts • Timetables • Worksheets • Notices • Letters • Website • Newsletters <p>Making appropriate use of:-</p> <ul style="list-style-type: none"> • Braille • Large Print • Audio tapes • Video/DVD • Sign Language <p>Training for staff who work with students with hearing difficulties.</p> <p>Improve website.</p> | <p>Use national guidance to make information accessible.</p> <p>Identify funding to assist with any necessary expenditure.</p> | <p>Ongoing</p> | <p>Students and parents with disabilities have greater access to information. School is able to respond quickly to requests for information in alternative formats.</p> |