

Accessibility Plan



Black Firs School

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. This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995)

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

Definition (Equality Act 2010)

“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 School’s accessibility plan is aimed at:

- Increasing the extent to which disabled children can participate in our curriculum
- Improving the physical School environment to enable disabled children to take better advantage of education, benefits, facilities and services provided
- Not treating disabled children less favourably for a reason related to their disability
- Making reasonable adjustments for disabled children, so that they are not at a substantial disadvantage
- Planning to increase access to education for disabled children
- Ensuring that disabled children are provided with the appropriate sources of information so that they are not disadvantaged.
- 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 2004 and build on those foundations. This access plan includes data and consultation from those schemes where they continue to be relevant.

Starting points

The definition of disability under the law is a wide one. 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 recoverees and people with a history of mental illness) they are still covered by the legislation for the rest of their life. This plan takes account of *all* disabled children, staff members and service users.

Vision and values

Black Firs serves the needs of our local community. 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. We want all our children to develop their intellectual, spiritual, and creative talents. Through recognising and encouraging the successes and achievements of our children we want them to develop positive self-esteem. We want all our children to value and respect the rights and opinions of others. We strive to ensure we are fully

inclusive. We will continue to regularly review our provision to make certain all our children can access the full curriculum.

Increasing the extent to which disabled children can participate in the Black Firs curriculum

We wish to broaden our curricular and extra-curricular provision for all children throughout School. In particular, we wish to further develop the access to our facilities for use by disabled children. Black Firs has set the following priorities for the development of the vision and values that inform the plan:

Actions to be taken:

- ✓ Continual tracking of progress and then the review of individual student needs via Cohort Action Plans & Provision Plans
- ✓ Use teaching teams to identify support required
- ✓ The tracking of student progress to ensure that the support mechanisms and interventions are successful
- ✓ Regular pastoral contact so that important information on student & staff needs can be highlighted
- ✓ Regular information meetings to support staff who are teaching children with specific educational needs.

Information gathering

Key starting points should be assessments of:

Our average student population which may meet our definition is 5%. Included in our student population we have:

- Statemented children
- Children with EHCP plans
- Students with special educational needs
- Students with significant medical conditions
- A small number of children have short or mid-term mobility difficulties

We are aware of children who may be starting at Black Firs because of our involvement with Pre-school. Provision and support is often provided before the child formally starts in School.

Current Student Integration

It is very important to us as a learning community that all our SEND children are integrated in the whole Black Firs' curricular and extra-curricular learning.

1. We are a single storey building and over the years the building has been redeveloped to allow any children who use wheel chairs to access all areas.
2. Tablets & laptops are currently available for use by some children who require support. This includes the potential for the student to be provided with a lap-top at home.
3. Mentors are provided for children who are unable to attend Black Firs through longer-term ill-health.
4. Social integration is dependent on a child's responses and mutual understanding. As a consequence, we look to strengthen opportunities for social interaction between all children particularly through extra-curricular activities where social interaction is less constrained.
5. All staff who teach SEND children receive regular training and up-dated information about the specific children needs.
6. Our SEND children generally achieve at similar levels to their peers. This is largely the result of the close team-teaching sharing information, training and the high level of care shown. Black Firs makes good use of all support agencies with regular and careful monitoring of interventions taking place. The quality of one-to-one support provided is very high.
7. We have two disabled toilets on-site, in different areas of the building. Spaces are large enough for adult support for personal care but we don't currently have any hoist facilities.
8. Students and staff can request Black Firs information in an appropriate format e.g. large print or Braille.
9. The impact on disabled children of the way the School is organised, for example, school policies and practices around the administration of medicines, time-tabling, anti-bullying policy, school trips and teaching and learning have been tested on past & present children and have been found to be appropriate.

10. An allocated parking space for the parents of disabled children has just been installed. It is clearly marked & checked regularly to ensure the space is not used inappropriately, or blocked by other vehicles. Access into School from the parking space is level with no obstacles.
11. Corridors are wide and double door access is available to the large majority of the School site.
12. We have a secure, private meeting room that can be used for visiting health professionals to carry out support or for support staff to ensure that they can confidentially support the medical needs of disabled children.
13. Teaching timetables are flexible and sympathetically reviewed to ensure that children with disabilities are not scheduled in unsuitable teaching spaces.
14. A successful buddy scheme is implemented when children transition to Reception; each child is paired with a yr5 child. Yr6 remain buddies to yr1. The older students guide them through the induction process and support them during their time at Black Firs.
15. We currently have a selection of large print books, writing slopes and pencil grips and adjustable desks and chairs in some teaching areas.

Management, coordination and implementation

Coordination:

The coordination of our plans will be led through SLT. Members of the Black Firs community will be informed of progress through a variety of sources including the annual SDP review, newsletters and the website.

Getting hold of the Black Firs plan

Available online. Hard copies of our accessibility plan will be available upon request within twenty working days.

Impact Assessment

Impact assessment is a systematic approach to the analysis of the effects of a policy, practice or procedure for disabled children, staff and parents.

Views of those consulted during the development of the plan

The main mechanism by which the Black Firs will assess the impact of the current policies will be by bringing together:

- a) The issues identified through the involvement of disabled children, staff and parents; and
- b) The information that Black Firs holds on the disabled children, staff and parents.

During the lifetime of the scheme there will be regular assessment of the impact on disabled people of the current policies. Disabled people will be involved in prioritising needs. Impact assessment will be incorporated into the Black Firs planned review and revision of existing policies and into the process of developing new policies.

There is a need to survey children, parents and staff every three years. The last survey was completed in 2014.

Policy Review

This accessibility plan will be kept under review in order to keep it in line with relevant legislation and modifications authorised in line with the process set out below.