



Brampton Village Primary School

Accessibility Plan

2014– 2015

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the Disability Discrimination Act (1995):

- 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 pupils.

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 the planning duties in the Disability Discrimination Act (1995):

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Definition

Disability is defined by the Disability Discrimination Act (1995) as:

"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".

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

Principles

- Compliance with the Disability Discrimination Act (1995) is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.
- The school recognises its duty under the Disability Discrimination Act (1995) (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 will:
 - Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

- Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. This curriculum endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum by:
 - Setting suitable learning challenges
 - Responding to pupils' diverse learning needs
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Activities

Education and Related Activities

The school will continue to seek and follow the advice of the LEA services and outside agencies such as specialist teacher advisers, SEN consultants, and appropriate health professionals.

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.

Provision of Information

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

Action Plan

The school will publish an Action Plan outlining short, medium and long term targets to ensure the aims of the Key Objective of the Accessibility Plan is met. The current Action Plan is attached.

Linked Policies

The Accessibility Plan will contribute to the review and revision of related school policies:

- School Development Plan (including Premises)
- Staff Development Plan

- SEN Policy
- Equal Opportunities Plan
- Curriculum Policies
- Anti-bullying
- Educational Visits

Plan Availability

The school makes its Accessibility Plan available in the following ways ;

- A copy is held in the school office
- A copy can be e-mailed or posted on request

The plan can also be made available in a large print size format upon request, the school office can be contacted for further details.

Action Plan

Actions for improving access to the curriculum are captured within the Inclusion section of the current School Development Plan. This is attached as an appendix.

Actions for improving physical access to the school are captured within the Premises Development Plan.

Team: Inclusion	2014 - 2015
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Goals (priorities) & Success Criteria	
PRIORITY ONE – Changes to the SEN Code Of Practice are understood and implemented at Brampton Village Primary School.	
Success criteria <ul style="list-style-type: none"> • All staff are aware of the changes to the SEN Code of practice and their responsibilities regarding these changes • Practice at Brampton Village Primary School reflect these changes • Brampton Village Primary School's local offer is compiled and published 	
PRIORITY TWO – The Blue forms are used effectively to record and impart information so that receiving staff are aware of the needs/strategies and interventions/approaches for the children they will be working with.	
Success criteria <ul style="list-style-type: none"> ▪ All pertinent staff have an understanding of the needs, strengths and difficulties of each child. ▪ All pertinent staff are aware of the provision/interventions that each child has undertaken since joining Brampton School. 	
PRIORITY THREE – EAL children and their families are fully supported when they arrive at Brampton Village Primary School so that they are able to settle quickly and make good progress.	
Success criteria <ul style="list-style-type: none"> ▪ EAL children settle well and quickly into Brampton Village Primary School. ▪ Parents of children with EAL are aware of procedures and routines for their children at Brampton School. ▪ Staff are confident about the procedures for supporting a child with EAL. ▪ Children with EAL make good progress. 	

Priority 1: Changes to the SEN Code Of Practice are understood and implemented at Brampton Village Primary School.

Success criteria:

- All staff are aware of the changes to the SEN Code of practice and their responsibilities regarding these changes
- Practice at Brampton Village Primary School reflect these changes
- Brampton Village Primary School's local offer is compiled and published

Specific actions	Who's responsible	By when?	Monitoring & Evaluation (evidence to be gathered, & how, to assess impact; reporting to HT/govs)	By whom / when?	Resources (inc. staff mtg. time / training)
Attend training on the new Code of Practice.	SENCo	Sept 14	SENCo is confident about the new changes to the Code Of Practice	SENCo/HT	Training days
Inform the staff about the changes to the COP.	SENCo	June 14	All staff aware of new Code Of Practice and its implications for Brampton School. Code Of Practice being put into practice.	SENCo/SLT/ HT	Staff meeting
Inform the inclusion committee governors about the changes to the COP.	SENCo	Sept 14	Inclusion governors are aware of the changes to the COP.	SENCo/HT	Inclusion governors meeting
Find out about and publish Brampton School's Local offer.	SENCo	Spring 2015	Local offer is published on website.	SENCo/HT	Training days
School's SEN register and other paperwork reflect the changes from statements to EHC plans and SA+ and SA to School Support.	SENCo and all staff	Sept 14 and on-going	SEN register. Paperwork.	SENCo/HT	

Class teachers are responsible for planning, setting up and monitoring the interventions and support put in place for children with SEN.	Class teachers	On-going	ECM meetings Focus children forms. Provision map Feedback from TAs	SENCo/HT	ECM meeting time
All children with SEN are closely involved in deciding what support they need and the outcomes they want to achieve.	Class teachers	On-going	IEP/Assertive Mentoring meetings IEPs are outcome focused. i.e. 'I will be able to' Feedback from pupils	SENCo/HT	IEP/Assertive Mentoring meetings
The class teacher should revise the progress towards these outcomes and the support in light of this progress, in consultation with the parent and the pupil , at least termly.	Class teachers	Termly, on-going	IEP/Assertive Mentoring meetings, termly. Parent/teacher conferences termly. Feedback from parents.	SENCo/HT	IEP/Assertive Mentoring meetings
Evaluation					
Monitoring record: actions taken	Impact on pupils		Evidence		

Priority 2: The Blue forms are used effectively to record and impart information so that receiving staff are aware of the needs/strategies and interventions/approaches for the children they will be working with.

Success criteria:

- All pertinent staff have an understanding of the needs, strengths and difficulties of each child.
- All pertinent staff are aware of the provision/interventions that each child has undertaken since joining Brampton School.

Specific actions	Who's responsible	By when?	Monitoring & Evaluation (evidence to be gathered, & how, to assess impact; reporting to HT/govs)	By whom / when?	Resources (inc. staff mtg. time / training)
TAs and teachers can confidently complete the blue forms each term.	CTs/TAs	termly, ongoing	Blue forms	SENCo/HT	Time for completion of forms
Completed forms are passed onto the receiving class teachers/Secondary/receiving school on transition	CTs/TAs	termly, ongoing	Forms in Inclusion folders	SENCo/HT	
Evaluation					
Monitoring record: actions taken	Impact on pupils		Evidence		

Priority 3: EAL children and their families are fully supported when they arrive at Brampton Village Primary School so that they are able to settle quickly and make good progress.

Success criteria:

- EAL children settle well and quickly into Brampton Village Primary School.
- Parents of children with EAL are aware of procedures and routines for their children at Brampton School.
- Staff are confident about the procedures for supporting a child with EAL.
- Children with EAL make good progress.

Specific actions	Who's responsible	By when?	Monitoring & Evaluation (evidence to be gathered, & how, to assess impact; reporting to HT/govs)	By whom / when?	Resources (inc. staff mtg. time / training)
Produce welcome pack for children	SENCo/JV	Summer 2015	Children and parents comment that they find the Welcome pack useful and informative Children settle quickly and confidently into school	SENCo/HT	Liaison time for SENCo/JV
Produce Information pack for teachers/TAs	SENCo/JV	Summer 2015	Staff feel confident about supporting EAL learners	SENCo/SLT/HT	
Further ELS resources bought	SENCo/JV	Summer 2015	Resources are appropriate and well used	SENCo/SLT/HT	Inclusion budget

Inventory of resources	SENCo/JV	Summer 2015	Staff are aware of resources available.	SENCo/HT	
Enlist help of CREDS for new EAL children if necessary	SENCo/CTs	On-going	CREDS support children who are new to English	All staff	Further training for TAs if necessary (training for 18 TAs took place in October 2013)
Monitor the progress of children with EAL	CT/SENCo	On-going	ECM meetings SIMS RAISE online	SENCo/HT	
Evaluation					
Monitoring record: actions taken	Impact on pupils		Evidence		