BROAD HINTON CHURCH OF ENGLAND PRIMARY SCHOOL

'A Love of Learning for a Lifetime of Opportunities'

'At Broad Hinton School we are proud of our educational heritage, which is rooted historically in Christian Belief. We aim to provide opportunities for all to learn and achieve within a happy, structured and disciplined Christian environment.
We welcome everyone to our village school where other faiths, cultures and abilities are received with love, care and respect.'

ACCESSIBILITY PLAN and DISABILITY EQUALITY POLICY

Broad Hinton School is a Church of England Voluntary Controlled Primary School in the service of the whole community. Within a Christian ethos, governors, headteacher and staff accept their responsibility for the part they play in the religious, moral and spiritual education and nurture of the children in their care.

Introduction

Broad Hinton is a village school serving a wider catchment of smaller villages and hamlets. NOR approx 70, mixed ability, aged 4 – 11 with mainly White British pupils attending, with children from minority ethnic groups representing 5 of the 17 groups and the rest of Christian in faith. 0% of children are believed to have a language other than English, school deprivation indicator is 0.1% and the stability within the area is 95.3%.

This policy has been written as the result of a series of continuing teacher development courses, governor meetings and staff meetings and should be read in conjunction with the following policies:

Teaching and Learning
Ethos, Behaviour and Discipline
Health and Safety
Equal Opportunities
Equality, Diversity and Community Cohesion
Assessment and Record Keeping
Child Protection
Special Educational Needs
School Development Plan

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

- 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 to increase access to education for disabled pupils, in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils 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 of information to disabled pupils, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Purpose and direction of the school's plan:

Disability is defined by the Disability Discrimination Act 1995 (DDA) 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'

Broad Hinton Primary School's key objective is to reduce and eliminate barriers of access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability. Compliance with the DDA 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 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

In performing their duties, governors and staff will have regard to the DRC Code of Practice 2002. The school recognises and values 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. 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. It endorses the key principles in the National Curriculum framework September 2014, 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 individual and groups of pupils.

The school's plan takes into account the nature of the school population for whom we are planning and including the consideration of the impact of our existing plans and priorities. Pupils and parents are involved in the collection of data and consulted in order to influence the plan. Pupils already in the school and moving through, as well as those coming into our school with a Educational Health Care Plan (EHC), and disabled and local and national information on trends in school population are taken into consideration. An audit of the school's strengths and weaknesses in working with disabled pupils is done regularly and might include information on:

- The level of staff awareness of what the DDA requires of them
- The presence of disabled pupils in the school and the pattern of their participation in the life of the school;
    - The profile of disabled pupils coming into the school and those who may not have been admitted up until now
    - Patterns of attendance and exclusion
    - Areas of the curriculum to which disabled pupils may have limited or no access at the moment
    - The participation of disabled pupils in off-site activities

    - Parts of the school to which disabled pupils may have limited or no access at the moment
- The impact on disabled pupils of the way the school is organised;
    - Schools policies
    - The physical environment of the school
    - The curriculum
    - The ways in which information is currently provided for disabled pupils
    - The priorities currently set in the school development plan, disability plan, race equality plan and gender equality plan
- Outcomes for disabled pupils;
    - Analysis of end of key stage outcomes
    - How disabled pupils are accessing the curriculum via lesson observations and end of year reviews of subjects
    - Achievements in extra-curricular activities
    - Consideration of the five Every Child Matters outcomes

Consultation:

The plan is informed by all stakeholders of our school and consultation is organised and manageable to then influence the plan directly. The views and aspirations of the following groups of our community are taken:

- Children, including disabled children are consulted through regular school council meetings, friendship group meetings with the head and SEND discussions with parents and children.
- Parents are consulted through an annual questionnaire and through individual conversations through our open door policy.
- Other disabled people accessing the school are consulted through discussions with the organisation leaders at the beginning of the letting or academic year
- The local authority consults us with updated information and through an accessible building audit.

Increasing the extent to which disabled pupils can participate in the school curriculum:

Planned curriculum development needs to be sustainable and manageable therefore we consider the following and focus on:

- Chosen areas of the curriculum over time and set out in the school development plan
- Planning over the life of the school's accessibility plan
- Coordinating the priorities into the school development plan and school budget
- Leadership by those with expertise within the school
- Partnership with cluster, networks and local authority
- Drawing on the expertise of external partners eg: speech and language, educational psychologists and health professionals
- Using ICT

Key elements may focus on:

- Medium term planning
- Clear assessment of the full range of pupils, particularly in relation to speaking and listening levels
- High expectations
- Appropriate deployment of learning support
- Pupils grouping and use of peer support

Working using the above strategies will enable us to review:

- Use of SENCO and HLTA time
- Responsibilities of subject leaders
- The way that teaching assistants are deployed
- Time-tabling
- How we plan to develop awareness of disability through the curriculum, using topic based curriculum and explicit PSHE/SEAL lessons

- Access to specialist advice and support
- Access to activities for example: recreation, movement around the school, special events, extra-curricular activities and school trips.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

We have considered the changes to the physical environment to cater for disabled pupils, parents and others and will implement when planning and undertaking future improvements and refurbishment of the site and premises. These may include the following and are outlined in our disability action plan:

- Improvements to lighting, signage, colour contrast, acoustic environment and floor coverings
- Improvements to toilets, washing and changing facilities
- Changes to the layout of the playground and other common and outside areas
- Provision of ramps and improvements to doorways
- Provision of particular furniture and equipment to improve access

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Through the extensive provision given by the school via our SEN provision and support for each child we may use the following:

- Handouts, visual timetables, worksheets, notices, information about school events
- Considering the delivery of information when necessary or appropriate for the school community
- Identifying the appropriate format for pupils' impairments; pupils with learning difficulties or language and communication difficulties
- Preferences expressed by pupils and their parents through joint discussion.

Making it happen.

The policy and plan will be reviewed every 3 years by the Governing Body and staff and priorities will be included into the school development plan as well as the evaluation of the priorities. If the need for review is appropriate before the 3 year period it will be conducted accordingly.

Getting hold of the school's plan:

Broad Hinton Primary School makes its accessibility plan available in the following ways and on request to the Headteacher or Administrative Officer:

- Governors Notice Board
- School website or by e-mail
- The school prospectus
- Making the plan available in different formats when requested
- Ensuring the plan is readable

Written: June 2010
December 2010
September 2013
September 2016
October 2022
September 2023
September 2024, 2025