



East Bierley CE (VC) Primary School

Accessibility Plan

2024



Approved on:

Last reviewed on:

Next review due:



Our vision:
Always Giving, Always Here

The Decision to portray it on a dove is to symbolise the Hope that is behind all we do, all we are and how we live our lives

Friendship, Trust, Courage, Respect, Forgiveness

Introduction

The Special Educational Needs and Disability (SEND) Act 2001 introduced rights for disabled people in education. In the Council's Access Policy it states that,

"Equality of access to educational opportunities is viewed as fundamental and the right of every child. The LEA views enabling access as an integral part of its wider role in facilitating inclusion." From September 2002 three sets of duties provide the statutory framework underpinning equality of opportunity for disabled pupils in accessing education:

- 1) Disability discrimination duties - it is unlawful for schools to discriminate by
 - treating a disabled pupil less favourably because of their disability without justification
 - not taking reasonable steps to avoid placing disabled pupils at a disadvantage
- 2) Planning duties - LEA's and schools are required to develop plans to improve access for disabled pupils by
 - increasing access to the curriculum
 - increasing access to the physical environment of the school
 - making written information accessible in different ways
- 3) SEN duties - provide support for children identified as having SEN, by
 - identifying
 - assessing, and
 - making additional provision available i.e. equipment or learning support.

Aims

- To ensure the educational part of the building is accessible to all
- To ensure the curriculum is broad, balanced and accessible to all
- To ensure information is made available to all
- To enable inclusion
- To further promote equality of opportunity.

Principles

- Equality of opportunity is the guiding principle to meet each child's needs
- Entry into the building is made as accessible as possible within the constraints of old premises
- All pupils are entitled to a broad and balanced curriculum and the school will do everything possible to assist, i.e. carpeting classrooms to enhance the environment for children with hearing disabilities, a lift for the movement impaired, wheel-chair ramps, a toilet for the disabled, classroom support for the educationally disadvantaged, etc. Interior work is planned to remove unnecessary well-mats, etc.
- Within the classroom appropriate seating arrangements and sensitive use of resources will help to cater for those with disabilities
- All children should receive appropriate support from the LEA to enable them to reach their potential
- Staff are encouraged to attend courses relevant to the needs of any child in their class.
- Information must be made available to all families, i.e. consultation evenings and reports to inform parents about their children's progress, letters explained to anyone who cannot read, print enlarged for the partially-sighted, translations obtained for non-English speakers, suitable seating for the hearing-impaired, etc.
- There are high expectations of all pupils.
- Data analysis of baseline, SAT's and end-of-term test results will be reviewed and monitored to ensure equality of achievement between different groups of pupils, i.e. gender/race comparisons.
- Lesson observations will be carried out systematically to ensure teaching offers equitable access to the curriculum
- School will encourage good attendance levels for all its pupils
- No child will be excluded from a school excursion through inability to pay, or because of a disability.
- Any excursions will be carefully planned to cater for any child with a disability
- Extra-curricular activities will be available to all pupils
- All signs must be clear, logical and well labelled.
- All areas must be well lit.

Conclusion

The school will take "reasonable steps" to ensure that it is not discriminating against any disabled pupils, and will always consult with adults/carers about possible provision. We will also do our best to secure any funding or resources available from the authority that would assist a pupil.

This policy is closely linked with the Inclusion Policy and the two should be read in conjunction. Accessibility will be reviewed regularly and adapted where necessary. It is intended to apply to all pupils and personnel irrespective to age, aptitude, ability, gender, race, religion or culture.