Bank View School

Accessibility Plan

Document Status

Review Period	Every 3 Years
Person Responsible for Policy	School Business Manager
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Introduction School's Duties around Accessibility for Disabled Pupils

Schools and LA's need to carry out accessibility planning for disabled pupils.
These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010.**

Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents/carers and other people who use the school or may wish to; and
- Prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people.

The Governing Body has had three key duties towards disabled pupils under The Equality Act 2010:

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustment for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future
- 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 Equality Act 2010.

- 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 pupils, staff, parents/carers and visitors with disabilities 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 an action plan, showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability

- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

At Bank View School we are committed to establish equality for all pupils, their parents/carers, staff and other users of the school.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

The Involvement of Disabled Children and Young People, Staff Parents and Carers

In preparing this Accessibility Plan, disabled people, including pupils, parents/carers and governors were involved as described in the Disability Equality Scheme. It has been informed by analysis of pupil & staff data and additional Information gathered.

According to the Act a "disabled person is defined as someone who has a Physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Bank View School is committed to equal opportunities and inclusion. This Strategy should be considered alongside the following school policy documents:

- Equality Objectives
- Special Educational Needs
- Equal Opportunities

This plan considers the following three areas as identified in the introduction:

- Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation

- Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist seating, desks and ICT equipment

- Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any view expressed by pupils or parents/carers about their preferred means of communication such video recordings and information in other languages.

Increasing the Extent to which Disabled Pupils can Participate in the School Curriculum

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special education needs. Working with the LA and Educational Psychology Service, the SENCO manages the Statutory Assessment Process, ensuring additional resources are available Where appropriate.

The school SENCO provides additional support for pupils and supports Teachers in implementing strategies for improving behaviour and access to learning.

The school works closely with specialist services including Occupational Therapy, specialisms provided by our local Consortia from the LA, Speech and Language Therapy and Alder Hey.

Improving access to the physical environment of the school

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Bank View School.

Improving the delivery of information to disabled persons

Staff are aware of the services available through the LA for converting written information into alternative formats.

This Accessibility Plan is monitored by the Governing Board. In addition, it will be reviewed every three years following consultation with the large school community, school council and questionnaires.

The school prospectus will make reference to this Accessibility Plan.

The school's complaints procedure covers the Accessibility Plan.

The Accessibility Plan will be published on the school website.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.