



**Accessibility Plan
2016-19**

Fir Bank Primary Accessibility Plan

Introduction

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). The board of Governors of Fir Bank primary School recognizes the following duties that this places upon them;

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 make reasonable adjustments to the school buildings, so that there is an increased access to education for disabled pupils and to make the school buildings more accessible to disabled persons.

The planning duties of the DDA make three requirements of the Governing Body.

* To increase the extent to which disabled pupils can participate in the school curriculum

* To improve 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 for pupils who are not disabled in a format appropriate to their needs.

We are required to resource, implement and review our accessibility plan as necessary. This plan will be monitored and evaluated by Buildings and Finance committee of the board of governors.

Disability Fir Bank primary School

'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities' – the DDA definition of disability.

Fir Bank Primary School's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school's SEN and Equal Opportunity Policy.

Access to this plan:

This plan will be available on the school website. A hard copy will also be available on request to the school office.

Supporting Policies:

Equality

SEN

Behaviour and Anti-bullying

Equality, diversity and community cohesion.

	Timescales	Objective.....	What.....	Who/How	When.....	Outcome
1	Short term	To ensure all staff are following SEN policy in the light of Current needs	All teachers need to ensure that they are using appropriate Visual learning tools	Monitor by SENCO	Ongoing	CPD for staff as required removing barriers to learning.
2	Short term	To ensure compliance with DDA and code of Practice.	Staff and `governors informed Of the requirements of the DDA	Staff and Governor meetings	Ongoing	All personnel aware of requirements and obligations
3	Short/Med term	Greater awareness of and confidence in dealing with pupils with learning needs and disability and SEN among teachers	Identify areas were knowledge and skills base needs to be extended	More highly trained staff in this area	July 13	Better access to the whole curriculum for all children
4	Medium Term	To ensure that areas both in and outdoors conform to H&S guidelines	To assess any high risk areas and carry out appropriate risk assessments, working to bring them up to acceptable levels	All staff carry out appropriate risk assessments	When required	Risk assessments carried out as appropriate H7S audit completed
5	Medium term	For staff to be aware of the needs of differentiation	SENCO to investigate any training needs	Staff training	When required	All personnel trained in the appropriate areas
6	Medium term	To update and review the accessibility plan on an annual basis	Carry out an audit of the plan	Review plan and update SENCO on current children with disabilities	Spring 14	Plan reviewed annually
7	Long term	To improve provision for children with disabilities	Liaise with appropriate outside agencies for advice	SENCO to liaise and feed back to appropriate staff	Ongoing	
8	Long term	To ensure that all children regardless of physical and mental impairment have full access to an appropriate curriculum	Curriculum in accordance with the SEN policy and successful wave, 1,2 and 3 interventions	HT and SLT ensure that differentiation in place in accordance with the SEN policy and monitor intervention.	Ongoing	SENCO to monitor and collect appropriate evidence