



Accessibility Plan for Disabled Pupils Dorothy Barley Junior Academy

This plan was devised and adopted in December 2015

Last reviewed September 2022

Next Review: September 2023

1. Introduction

At Dorothy Barley Junior Academy we offer a broad and balanced curriculum and have high expectations for all children. Dorothy Barley Junior Academy is committed to providing an appropriate and high quality education to all the children who attend. The school has an Additionally Resourced Provision for pupils with moderate learning difficulties.

We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, need, disability, attainment or background. We pay particular attention to the provision for and achievement of, different groups of learners. The achievements, attitudes and well-being of all our children matter.

2. Aims and purpose of this plan

This plan shows how Dorothy Barley Junior Academy ensures accessibility to our school for disabled pupils, staff, parents/carers and visitors.

3. Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day- to-day activities.

4. Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and Local Authorities against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary.

This plan sets how the school ensures 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 can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.

- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. This information should take account of the pupils` disabilities and the preferred format of pupils and parents should be made available within a reasonable timeframe.

Dorothy Barley Junior Academy treats all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school works closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which may put them at a disadvantage whilst allowing them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

5. Contextual Information

The large majority of the school building and playground is accessible for a child in a wheelchair. The only part of the building that is not suitable for wheelchairs is the upstairs library.

5.1 The Current Range of Disabilities within Dorothy Barley Junior Academy

The school has children with a wide range of disabilities in the mainstream school which include Autistic Spectrum Disorder, Speech, Language & Communication Needs, Social, Emotional and Mental Health needs, and serious medical conditions with related susceptibility to infections. The school also has a 12 place specialist provision for children with Complex and Moderate Learning Difficulties. These children are taught both in the resource provision and in the mainstream setting. They are fully included in all aspects of school life and we value the contribution they make to our school.

When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

The school has access to a wide range of outside agency support and advice for both our mainstream and specialist provision children.

We also have a number of children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.

Some children have allergies or food intolerances/cultural food choices and records are kept and shared to ensure their needs are met.

All medical information is collated and available to staff, Alert Notices are available in a file in the staffroom and close links are kept with parents to ensure these needs are accurate and that, where necessary, Care Plans are in place. Risk Assessments are also carried out for children with additional needs.

We have multiple competent First Aiders who hold current First Aid certificates. Where additional training is necessary e.g. Epilepsy, BUCCAL, EPIPEN it is provided on a yearly basis.

All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

The plan below sets out the main objectives of the school Accessibility Plan.

Aim	Action/success criteria	Pupil/Other Outcome	Timescale
AREA: EQUALITY AND INCLUSION			
To ensure that the accessibility Plan becomes an annual item at the Local Governing Body meetings.	Clerk to governors to add to list for LGB meetings.	Adherence to legislation.	Annually.
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	On-going & reviewed termly by SLT
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going upon the review of each policy (usually yearly)
To ensure child recovering from serious medical condition has minimal risk of contracting infections.	Parents to be reminded of need to inform school about infections that might cause problems.	Child continues to make good recovery.	Reviewed half termly based on need.
AREA: PHYSICAL ENVIRONMENT			
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access.	Yearly audit from October 2016 (planned Safeguarding & H&S Governor audit)
AREA: CURRICULUM			
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCo & Inclusion Leader to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	On-going & reviewed termly by SLT
To ensure that all children are able to access all out-of-school activities. eg. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	On-going and reviewed yearly by SLT
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by SENDCo alongside SLT.
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually.

WRITTEN/OTHER INFORMATION

To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed.
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	Termly.