

The Bligh Federation Accessibility Plan 2014 - 2017

Introduction

The SEN and Disability Act, 2001 (SENDA), extended the Disability Discrimination Act (DDA), 1995, to cover education. This Accessibility plan also adheres to Paragraph 3, schedule 10 of The Equality Act, 2010.

You are disabled under the Equality Act, 2010, if you have a “*physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities*” (Chapter 1, Section 6)

Since September 02 the Governing Body (GB) has had 3 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 GB of The Bligh Federation to increase access to education for disabled children and families in the three areas required by the planning duties in the DDA and Equality Act 2010;

- increasing the extent to which disabled children can participate in the school curriculum,
- improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to disabled pupils, parents, and whole school community e.g. Governors and visitors.

(The Equality Act, 2010 and schools departmental advice for school leaders, school staff, governing bodies and local authorities, May 2014)

It is a requirement that the school’s accessibility plan is resourced, implemented and reviewed and revised as necessary. The action plan is part of this plan and identifies how the school will address the priorities.

The purpose and direction of the school's plan:

Vision and aims

The Bligh Federation is fully inclusive and welcomes all children and families regardless of ability (physical or learning) gender or cultural background. This plan is written to exemplify and put into practice the Federation aims which promote the high achievement, inclusion and well-being of all children.

The plan should be read in conjunction with the following Bligh Federation Policies:

- Health and Safety Policy
- SEND Policy
- SEND Information Report
- Supporting children with medical needs policy
- Behaviour Policy
- Equalities Policy

It forms part of our Integrated Development Plan. The plan also includes reference to the steps taken and planned to include all adults in the community,

We will continue to review the plan's provision. We will take action to ensure that over during the current 3 year cycle, access to the curriculum is increased, the physical environment is improved and written information is accessible so that any disabled child or adult can fully participate.

School

Information from pupil data and school audit:-

In January 2015, the school roll was 499 pupils of which 65 children were on the school's SEND Register.

- 1 child with a Statement of SEN
- 7 children with Education, Health and Social Care Plans
- 17 children with a sensory or physical disability
- 7 children with social communication difficulties or Autism Spectrum Disorder (ASD)
- 5 children with a hearing impairment
- 2 children with a severe vision impairment
- 20 children with an identified speech, communication or language difficulties
- 7 children with a diagnosis of ADHD (all receiving medication)
- 26 children with social, emotional or mental health need
- 5 children with a severe/complex Medical Disability

Outcomes for pupils

- In 2010 & 2013 - Ofsted judged that our children with learning difficulties and disabilities were well supported and made good progress.
- A comprehensive review involving parents/carers, pupils and professionals determines the most effective learning environment for our disabled pupils
- Raise Online and other sources of outcomes for children show that the gap between the attainment of all children and those with learning difficulties or disabilities is closing
- Evaluations of quality of teaching and learning suggest inclusion of all pupils in a broad, balanced and enriched curriculum

The school has set out the following priorities for the development of information and data to support the accessibility plan:-

- Continue excellent links with outside agencies, supported by the Children's Centre, such as Health Visitors/G.P's and local playgroups to ensure pupils needs are known before starting school,
- Further links with Medway Early Years to identify pupils with disabilities who apply for a place at The Bligh Federation.

Consultation with stakeholders:-

- This plan has been informed through consultation with:-
 - *Representation from disabled children and adults in the school community*
 - *Staff and governors,*
 - *Representation from parents/carers of disabled children,*
 - *Medway Local Authorities*
 - *Advisory Teacher for Physical Impairment*

2. The main priorities

We have set out the following priorities for the development of our vision and values that will inform the Access Plan:-

- Expansion of school – The Local Authority has recommended the Bligh Federation increase from a two form entry school to a three form entry school in 2018. In order to support us with complying with disability and accessibility, the Federation will seek support of representatives from local Special Schools, Parent Advisory Groups and Advisory Teachers.
- Individual Emergency Evacuation – With support from Medway’s Advisory Teacher for Physical Impairment, the school will complete Personal Emergency Evacuation Plans (PEEPs) for specific children across the Federation who have a Physical Disability.
- To purchase if advised, a piece of equipment similar to an electric hoist for any physically disabled pupils in the Federation.
- Disabled parking access – The parking bay at the Junior school car park will be repainted and outlined in line with advice from the Local Authority.
- Signing – As a result of the incidence of children with Speech Language and Communication needs in the Infant school, staff will receive training to use more sign language as part of their daily routine. This will include doing the register daily and our school prayer.

3. Making it happen

3A) Management, co-ordination and implementation:-

Planning:

- the Governing Body will monitor the implementation of the plan and review the plan annually in September, noting any further additions as deemed necessary as more disabled pupils join the school.
- the Governing Body will evaluate the plan through observation, reports from the Senior Management Team and the Governing Body’s premises and curriculum committees, and the health & safety working party,
- the plan should be reported on as part of the Schools Integrated Development Plan monitoring cycle.

Co-ordination:

- the Headteacher, Deputy Headteacher, Senior Management Team and Special Educational Needs Coordinator will co-ordinate the plan,
- the plan will fit in with other DDA and Equality Act responsibilities such as duties to the public and staff.

Other policies and plans:

- the accessibility plan is integral to the SIDP, professional development of staff, buildings development and those policies noted in the introduction to this document.

Implementation:

- the plan will allocate lead personnel, set clear timescales and identify human and financial resources,
- it will build in review and evaluation mechanisms.

The school has set the following priorities for the management, co-ordination and implementation of the accessibility plan:-

- the plan will be reviewed annually in September,
- responsibility for the plan given to the premises and curriculum committees and to be on each agenda of the committees.

Time frame:

Priority	Lead Personnel	Cost	Time frame	Monitoring
Support of representatives from local Special Schools regarding the expansion of school to a three form entry school.	HT, DHT, AHT + SMT	£200	Before 2017	HT + H & S working Party
Personal Emergency Evacuation Plans (PEEPs) for specific children across the Federation who have a Physical Disability.	Inclusion Manager + SENCo	None required	By September 2015	Inclusion Manager and SENCo H & S working Party
To purchase a piece of equipment if advised to do so, similar to an electric hoist for any physically disabled pupils in the Federation.	HT, DHT, AHT + SMT	£1500-£3500 Application for Element 3 SEN Top Up Funding	By September 2016 – Pending Need	Inclusion Manager and SENCo H & S working Party
Disabled parking access –The Junior school car park bay.	Business Manager, Site Manager + SMT	£150	By April 2016	HT + H & S working Party
Increased use of sign language as part of the Infant school's daily routine.	Inclusion Manager + SENCo	Training costs £120	Ongoing – every year	Inclusion Manager, SENCo + H & S working Party

3B) Accessing the plan:-

The school makes its plan available through:-

- Displaying the Accessibility Plan on The Bligh Federation's website,
- Having hard copies available at the Infant and Junior Receptions by request
- Ensuring the Plan is written in straightforward language and is written in a user friendly format,
- Issuing it to parents and carers on request