



Bourn Church of England Primary Academy

Accessibility Plan

2014 - 2017

1. Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three 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 Governing Body of the school to increase 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;
- 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 disabled pupils 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 a set of action plans showing how the school will address the priorities identified in the plan.

Date of Plan: June 2014. To be annually reviewed.

2. Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA):

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

3. The purpose and direction of the school’s plan: vision and values

At Bourn Primary Academy we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Bourn Primary Academy promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

4. Information from pupil data and school audit

We currently have a whole range of children of all backgrounds, needs and abilities.

In June 2014:

- diabetes
- asthma
- eczema
- hearing impairment
- genetic disorder
- Allergies
- Eating disorders
- Vision impairment
- Speech and language impairment
- Global developmental delay
- Profound multiple learning difficulty

We collect information from the Early Years settings, so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

5. Views of those consulted during the development of the plan

All people consulted value the ability of the school to cater for the differing needs of pupils.

6. The main priorities in the school's plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCo has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of Teaching Assistants.
- Successful practice is shared within the school.
- The school works with a network of schools.
- Disabled pupils have access to extra-curricular activities.

Action plan is below.



Accessibility Plan: May 2014 – May 2017

	Issue	Action	People/Resources	Timescale	Success Criteria	Monitoring Method: Who? How?
1.	Grass bank leading down from the field at the back of the school. Children use this as a short cut to the main doors and it becomes very slippery.	Steps to be built with non slip treads. Hand rails to be added.	Premises Committee to identify type of steps and contractors required. Cost to be identified by the Business Manager.	Summer 2014	Steps in place resulting in no accidents.	Premises Committee
2.	Ensure that after-school clubs and care provision facilities are accessible for all pupils.	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	Club leaders Leader of Cambridge Kids Club	On-going.	After-school clubs and care provision is accessible for all pupils.	Head Teacher. Feedback from parents and pupils.
3.	Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.	Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas.	All staff Subject leaders	On-going	Curriculum is fully accessible for all pupils.	Head Teacher SLT SENCo