

1. INTRODUCTION

- 1.1 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.
- 1.2 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.
- 1.3 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.

2. DEFINITION OF DISABILITY

- 2.1 Disability is defined by the Equality Act 2010 as:
“...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”.

3. THE PURPOSE AND DIRECTION OF THE SCHOOL'S PLAN: VISION AND VALUES

- 3.1 At Beis Yaakov Primary School 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 have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Beis Yaakov Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability or background.
- 3.2 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:
- children who need support to learn English as an additional language;
 - children with special educational needs;
 - gifted and talented children;
 - children who are vulnerable or at risk;

4. INFORMATION FROM PUPIL DATA AND SCHOOL AUDIT

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

- asthma
- eczema
- diabetes
- hearing impairment
- ADHD
- ASD
- Food allergies
- Hyper-mobility
- Emotional needs

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

4.3 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

5.1 All people consulted value the ability of the school to cater for the differing needs of pupils. No issues were raised on a recent survey.

6. THE MAIN PRIORITIES IN THE SCHOOL'S PLANS

6.1 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.

6.2 The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- Within the School there is a dedicated "Health and Safety" Manager who liaises with Senior Leaders and the SENDCO.
- The SENDCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- Disabled pupils have access to extra-curricular activities.

ACTION PLAN

	ISSUE	ACTION	PEOPLE/ RESOURCES	TIMESCALE	SUCCESS CRITERIA	MONITORING METHOD: Who? How?
1.	Curriculum not fully accessible for SEN pupils	Provide laptops to enable personalised learning for SEN pupils	Headteacher ICT Co-ordinator SENDCO	Summer Term 2019	SEN pupils more able to access curriculum	Headteacher SENDCO
2.	Availability of written material in alternative formats	School makes itself aware of the services available through its LA for converting written information into alternative formats.	LA.	Availability of written material in alternative formats	School makes itself aware of the services available through its LA for converting written information into alternative formats.	LA.
3.	Raise staff awareness of disabilities issues.	School to seek advice from experts. Consider needs of specific pupils, both for school and off-site activities.	LA. Health Authority. Disability Rights Commission All school staff.	Ongoing	Teachers and LSAs aware of issues. Detailed information and support available and passed on by staff.	Head Teacher. SLT SENDCO. Class Teachers. LSAs. Other non-teaching staff.
		Promote disability equality via <ul style="list-style-type: none"> • Staff meetings. • PSHCE lessons. • Assemblies. • Celebrating difference. 	Whole staff	Ongoing	Increased whole school awareness of disability issues.	SENDCO All staff.
4.	Ensure that all school trips are accessible for pupils with learning or physical disabilities.	Thorough planning. Advance visits. Risk assessments.	Visit leaders. Educational Visits Co-ordinator. Head Teacher	Ongoing	School trips are accessible for all pupils.	Head Teacher School Visits Co-ordinator. Trip leaders. Feedback from pupils

5.	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.	Leaders of after-school clubs.	Ongoing	After-school clubs and care provision is accessible for all pupils.	Head Teacher Feedback from parents and pupils.
6.	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. Advisors for sensory impairments. Subject advisors.	Ongoing	Curriculum is fully accessible for all pupils.	Head Teacher SLT. SENDCO.
7.	School policies make reference to provision for pupils with difficulties & disabilities (particularly PE)	Policies to include: <ul style="list-style-type: none"> • Content • Strategies • Resources That could be employed when planning for pupils with difficulties or disabilities.	Whole staff. Subject leaders. Advisors.	Completed	Policies include provision for pupils with difficulties or disabilities	Head Teacher Subject leaders.

Ratified by the Governing Body

Signed: 

Chair of Governors

23rd October 2018

Date: _____

This policy will be reviewed on or before the following date: January 2021