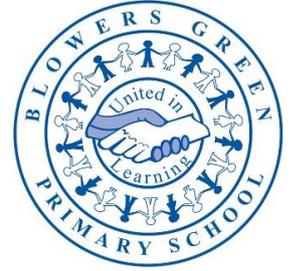


Blowers Green Primary School

Accessibility Plan.



At Blowers Green Primary School we are committed to ensuring equality of education and opportunity for all our pupils and staff and all those who are part of our school community or use our school facilities. This includes those who are disabled.

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and can participate fully in school life.

We aim to address the needs of all our children, parents, staff and the wider community. We will work with all outside agencies who can advise staff and support pupils within school.

From September, 2002 the Governing Body must fulfil three key duties towards disabled pupils as stated in the SEN and Disability Discrimination Act (DDA) 1995 (part 4)

- 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.

Disability as defined by the DDA is

"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"

Blowers Green School site has not been conducive to ease of access for the disabled due to being built on sloping ground. The two parts of the building are joined by a flight of stairs and there is a step up into each classroom. However recent building work and additions has meant an improvement in access to many parts of the building.

- A ramp at the front of the school allows access through the hall doors into the hall and upper part of the school (Key Stage 1 corridor).
- The double classroom mobile has ramp access into the cloakroom and classrooms
- The playground is accessible from within school and through the gates at the side of the building
- A wooden ramp is available to ease access into each classroom in school.

This plan sets out further proposals of the school to increase access to education or usage for all disabled pupils or persons in the three areas required 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 of information to disabled pupils in an appropriate format.

The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The following table shows areas for further development and how the school will address them.

Priority Target	Success Criteria	Time scale	Cost/ Budget	Responsibility
Increasing the extent to which pupils can participate in the school curriculum	☐ Staff aware of pupils' individual needs	Ongoing	School Budget	All staff
	☐ Ensure relevant pupils can access curriculum by employing and using trained staff.	Ongoing		All staff
	☐ Effective use of equipment to promote learning where appropriate e.g. Hearing enhancement	As needed	School Budget	All staff
	☐ Curriculum Planning makes provision for pupils	Ongoing	School Budget	
	☐ Lessons address a variety of learning styles and are differentiated appropriately.	Ongoing	School Budget	All staff
	☐ Monitoring of pupils to ensure significant progress is made	Ongoing		All staff
	☐ School visits are accessible to all pupils regardless of attainment or impairment.	As needed	School Budget	
				All staff

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<p>Improving the Physical Environment of the school</p>	<ul style="list-style-type: none"> □ Rolling programme of replacing inadequate lighting for much brighter lighting <ol style="list-style-type: none"> 1. Phase 1 Crush Hall and 2. Admin Block 3. Phase 2 KS1 corridor 4. Phase3 KS 2 Corridor □ Single mobile classroom entrance and fire exit lies flush with the playground ~ enables ease of access and exit. □ New foyer and entrance to allow immediate access into the Reception area and lower part of the school (Key Stage 2 corridor) □ Disabled bay marked and signed on car park □ Clear signage in and around school to help navigation around school site. □ Disabled toilets □ Care Room 	<p>2009</p> <p>2009</p> <p>2009</p> <p>2009</p> <p>2010</p> <p>Ongoing</p> <p>2012</p> <p>2012</p>	<p>Devolved Budget</p> <p>AMP and Devolved Capital</p> <p>Risk Management</p> <p>Devolved Capital</p> <p>Primary Capital</p> <p>Primary Capital</p>	<p>Governors/HT</p> <p>Local Authority /Governors</p> <p>Local Authority /Governors</p>
<p>Improving the delivery of information in writing in an appropriate format.</p>	<ul style="list-style-type: none"> □ Provide suitably enlarged, clear print for pupils with visual impairment. Following advice from relevant support services extend and adapt this provision as required. □ Provide information in clear print in newsletters etc. for parents, visitors and staff. □ The school office staff, Home School Liaison Officers and Learning Link Worker, will support and help parents to access information and complete forms for them. 	<p>Ongoing</p> <p>Ongoing</p> <p>As required</p>	<p>Copy costs</p> <p>Staff time</p> <p>As required</p> <p>Staff Time</p>	<p>All staff</p> <p>All staff</p> <p>All staff</p>

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We will make every reasonable adjustment to ensure everyone can access all that our school has to offer.

This plan will be renewed annually by the Finance and *General Purposes Committee* annually