

Accessibility Improvement Plan

1. Legal background

The Disability Discrimination Act (as amended by the Special Educational Needs & Disability Code of practice) (SEND) requires all schools and LEAs to plan to increase the accessibility of schools for disabled students. Schools (including Independent Schools) and LEAs are required to formulate accessibility strategies and plans. They must have written documentation covering an initial period of three years. Both schools and LEAs are required to plan for:

I. Improving access to the physical environment of schools

This includes improvements to the environment of the School, which can include visual, acoustic and physical environments. All new school buildings have to comply with the Building Regulations and the Education (School Premises) Regulations and should be physically accessible to disabled students. Much of the work in the area of improving the physical environment will therefore involve improving access to existing buildings.

II. Increasing access for disabled students to the curriculum

Access to the curriculum covers not only teaching and learning, but also the wider curriculum such as after-school activities, leisure, sporting and cultural activities or school visits.

III. Improving the delivery of written information to disabled students

This covers planning to make written information normally provided by the School to its students available to disabled students. Information should take account of students' disabilities and parents' preferred formats and should be made available within a reasonable timescale. LEAs and schools have a duty to review their strategies and plans, revise them if necessary, and to implement them. LEAs and schools should prioritise resources for implementing their strategies and plans.

2. Definitions

The Disability Discrimination Act describes a disability as “a physical or mental impairment which has a substantial and long-term adverse effect upon their ability to carry out normal day-to-day activities” Impairments include sensory impairments – such as those affecting sight or hearing, and people who have had a disability are protected from discrimination even if they no longer have a disability. Mental illnesses that are clinically well recognised are included. So, for example, medically diagnosed ADHD is considered a disability under the Disability Discrimination Act. While many disabled students will have, or may be eligible for, statements of Special Educational Needs, not all disabled students have SEN. Equally, not all students with SEN will necessarily have a disability under this legislation.

1. This Accessibility Plan has been drawn up in consultation with the Senior Management Team responsible for Bilbrough Country Classroom and covers the period from September 2014 – August 2017.
2. This statement sets out the ways in which Bilbrough Country Classroom provides 'access' to education for students with a disability.
3. At Bilbrough Country Classroom we are committed to providing a fully accessible environment which values and includes all students, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
4. The Bilbrough Country Classroom plans, over time, to increase the accessibility of provision for all students, staff and visitors to the School. The following areas will form the basis of the Accessibility Plan with relevant actions to:
 - Increase access to the curriculum, incorporating school activities and including educational visits;
 - Improve access to the physical environment of the School;
 - Improve the delivery of written information to students, staff, parents/carers and visitors with disabilities.
5. Attached are three Action Plans, relating to these three key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis.

6. It is acknowledged that there will be the need for ongoing awareness raising and training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

7. This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Equal Opportunities
- Health & Safety
- Special Needs
- Behaviour Management
- School Prospectus and Mission Statement

8. The School Plan will be monitored on an ongoing basis by the Senior Management Team responsible for The Bilbrough Country Classroom.

Bilbrough Country Classroom – Accessibility Improvement Plan

A – IMPROVING ACCESS TO THE CURRICULUM

Priority Area	Proposed response / action	Resources/Staff Responsibility	Timeframe	Outcome	Signed as complete
Audit learning resources that are accessible for students with different disabilities	<p>i) Full audit and review of teaching resources and methods of delivery</p> <p>ii) Teaching methods and resources amended if need be after audit</p>	<p>Time allocation</p> <p>Training</p> <p>RD</p>	<p>i) On-going</p> <p>ii) Resource build up on audit identified. Issues.</p> <p>Teaching methods reviewed on annual basis.</p>	Students with disabilities have increased access to learning materials	Ongoing
Teachers develop their knowledge of different teaching and learning styles.	Staff to identify suitable professional development opportunities from journals, bulletins and internet.	<p>Time allocation ongoing</p> <p>Training</p> <p>RD</p>	Ongoing	Teachers use multiple intelligence principles to suit wide range of learning styles. Higher attainment for students with SEN/disabilities	Ongoing
Disability equality issues are incorporated into the curriculum through SEAL as and when opportunity springs up!	'Citizenship in Focus Human Rights'	<p>Text Books</p> <p>Teachers resource file</p> <p>RD</p>	On-going	Students have a greater understanding of disability issues	On-going

B – IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

Audit carried out in 2018, when it was felt no need for ramping. However, we will continue to monitor this in relation to student need.

Ensure fire procedures take account of the needs of students with disabilities	A) Review the needs of the identified students B) Ensure that appropriate provision, including places of safety have been established	Audit annually. All satisfactory in September 2018. Audit annually		Identified students are safe and have a clearly recognised set of procedures to meet their needs.	
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C – IMPROVING ACCESS TO INFORMATION

Priority Area	Proposed response / action	Resources/Staff Responsibility	Timeframe	Outcome	Signed as completed
Make information more accessible to students, parents/carers, staff and visitors with disabilities	Review format of prospectus and other relevant information/policies. Amend policies and information as necessary.	Large print documents available on request plus audio can be made available. RD	On-going	Individuals with disabilities have greater access to information. School able to respond quickly to requests for information in alternative formats eg audio for hard of hearing, large print etc	

Plan devised October 2009.

Amended September 2019.