

Buckingham Primary School Accessibility Plan

September 2019

Statutory responsibilities

The Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001, places a duty on all schools and LEAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility and strategies for their individual school in accordance with The Children and Families Act 2014, section 69, The Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014.

Schools and LEAs are required to plan for:

- **Increasing access for disabled pupils to the school curriculum.** This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.
- **Improving access to the physical environment of schools.** This covers improvements to the physical environment of the school and physical aids to access education.
- **Improving the delivery of written information to disabled pupils.** This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Eg handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

Position of School September 2019

The governors have always been committed to ensuring equality of access to the curriculum for all children at Buckingham Primary School. We currently have one child with Cerebral Palsy and one child with Downs Syndrome. We also have two children with visual impairment and one child with hearing impairment.

Previous work undertaken in the school includes:

- Ramped access to Foundation and Key Stage One building
- Ramped access to Key Stage Two entrance
- Ramped access to Key Stage Two playground via both Upper and Lower KS2
- Lift to KS2 hall and adapted stairs
- Disabled parking space
- Dropped kerbs in key locations
- Non slip flooring to toilet floors
- Grab handles in several toilets
- Specially designed disabled toilets in KS1 and KS2 buildings
- Hoist installed in a toilet in the KS2 building
- Training of staff for supporting children with disabilities
- Facilities for administering medicine

In September 2013 children entered Foundation with Cerebral Palsy and Epilepsy. The school have worked closely with specialist teaching services physical disability team to ensure the school environment enables the children to be fully integrated.

In September 2014 a child entered Foundation who has a visual impairment. The school have worked closely with specialist teaching service visual impaired team to adapt resources and the classroom environment to ensure the child is fully integrated.

We believe Buckingham Primary School has made significant strides to ensure that the school is designed to meet the needs of the current school population.

Access Plan

The plan initially focuses provision for children already in school enabling the school to provide for children with physical needs.

	Targets	Strategies	Outcome	Time frame	Evaluation
Short Term	Ensure facilities are safe for current school population and enable them to make good progress. Medical and manual handling training as appropriate.	Arrange for training for appropriate staff	School is able to provide for all disabilities with appropriate adjustment – children successfully access the curriculum. Staff are skilled in appropriate provision.	Ongoing	
Medium Term	Review effectiveness of strategies to support children with physical disabilities.	Meet with external agencies and parents on regular basis.	Provision for children with physical disabilities tailored to individual needs to enable integration. School providing accommodation for children's services without stress of impact on provision.	Spring 2020	
Long Term	Continue to adapt the curriculum to meet the differing needs of the children.	Continually review provision and provide training where needed.	Safe, accessible site for all. All children make good progress and are happy and safe.	Ongoing	

Monitoring

The accessibility plan will be reviewed regularly by the governors as part of the school improvement plan and revised if necessary over the three years.

Reporting

Information about our accessibility plan will be published on the school website.

Sarah Gammon
September 2019