



Booth Wood  
Primary School

Disability Equality/Accessibility Scheme

2019 – 2023

## **Introduction**

Booth Wood Primary School is committed to enabling all young people to achieve their full potential, academically, emotionally, physically and spiritually. In particular the school recognises its responsibility under the Disability Discrimination Act which prevents discrimination against disabled people in their access to education.

The Governing Body, therefore, recognises its duty:

- Not to discriminate against disabled pupils in their admissions or provision of educational services.
- Not to treat pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an Accessibility Plan.

## **What do we mean by a “disabled pupil”?**

The Disability Discrimination Act 1995 defines a disabled person as someone who has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Disability is said to have an adverse effect if it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech
- Hearing loss
- Eyesight (unless brought to functionality of a useful level by spectacles or lenses)
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger

In considering what might constitute a substantial disadvantage, the school has to take into account a number of factors, e.g.

- The time and effort that might need to be expended by a disabled pupil.

- The inconvenience, indignity or discomfort a disabled pupil might suffer.
- The loss of opportunity or the diminished progress that a disabled child may make in comparison with his or her peers who are not disabled.

### **The Disability Access Plan**

The plan aims to improve access to all aspects of education at Booth Wood Primary School and is organised in such a way that helps to remove any existing barriers to pupil learning. It also aims to look positively at ways in which existing difficulties can be overcome. In this way, the school is showing its commitment both to the school members and to the wider community based on the promotion of self-respect and respect for others.

The plan has three inter-linked elements:

- Improvements in access to the curriculum by:
  - Providing for all pupils a curriculum which is appropriate to their needs.
  - Ensuring that the curriculum is delivered in such a way that all pupils, regardless of any impairment, may benefit fully from it.
- Physical improvements to increase access to education and associated services by:
  - Ensuring that the school buildings and grounds are fully accessible to pupils with mobility, sensory and other impairments.
  - Providing appropriate educational equipment and physical aids to ensure that educational equipment and physical aids to ensure that education programmes in the school can be accessed fully by all pupils.
- Improvements in the provision of information in a range of formats for disabled pupils by:
  - Providing pupils and their parents/carers with information about the school and its curriculum in a format that takes account of any disabilities

## Improving access to the curriculum

	<b>Targets</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Timeframe</b>	<b>Goals achieved</b>
Short term	To plan the steps needed to make the curriculum and extra-curricular activities accessible to all pupils	To examine whether our current curriculum plans are inclusive for all pupils	Revisions, as appropriate, to be made.	On-going through co-ordinator release time	A curriculum that is inclusive for all students
	To examine whether there is a need to extend the range of extra-curricular activities.	To examine whether there is a need to extend the range of extra-curricular activities.	Opportunities available to pupils with disabilities	Ongoing	A wider range of opportunities for students.
		To review the SEN Policy and Inclusion Policy	New revised policies	To be reviewed annually	More students gain access to the curriculum
Medium term	To plan and implement improvements and adaptations to the curriculum and extra-curricular activities. Increase access to resources/premises	To ensure all new developments comply with DDA	Allow greater access for all pupils	Review as necessary	More pupils gain access to the curriculum.
		To evaluate the number/role of TA staff to support students with disabilities	Remodelling of the staffing structures	Review as necessary	More pupils gain access to the curriculum
Long term	To review short and medium term targets in the light of new pupils and legislation	To review the curriculum arrangements and make changes where appropriate	Incremental curriculum which builds on previous experiences and the needs of new pupils with disabilities	As required	A more inclusive curriculum
		To increase staff	Wider range of teaching		Improved confidence in staff for dealing with

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	awareness of disabilities	styles used		students with disabilities

### Physical improvements to the environment

<i>Targets</i>	<i>Strategies</i>	<i>Outcomes</i>	<i>Timeframe</i>	<i>Goals achieved</i>	
Short	To ensure all current projects and future alterations are fully accessible to all pupils	To discuss plans with LA officers with reference to design and H & S requirements	To ensure all projects are fully DDA compliant	On-going	All development projects to allow full access to pupils with as wide a range of disabilities.
	To examine whether there is a need to modify the existing building for greater access	Take advice from LA officers with reference to alterations and costings	Possibly include suggestions from the Premises and Finance Committees	On going	Existing buildings adapted wherever required.
Medium term	Future “decoration” of the buildings to cater for visually / hearing impaired pupils	To take appropriate advice and reference the guidelines	Improved classroom decoration and double glazing	On going	Greater accessibility and comfort for pupils with disabilities.
	To introduce ramps and handrails to existing buildings	To conduct full audit of areas requiring ramps and handrails	Improved access to areas for wheelchair users	On-going as required	Existing buildings to be modified as required

## Improving provision of information

	<i>Targets</i>	<i>Strategies</i>	<i>Outcomes</i>	<i>Timeframe</i>	<i>Goals achieved</i>
Short	To improve communications with disabled pupils	To ensure that the school website is clear, simple and easy to use	Increase number of visits to website	On-going, website continually updated	Delivery of information to disabled students
Medium term	Consult with Disability Information Services about the best way to make information available to users	To increase levels of awareness amongst the staff responsible for information	Should increase variety of information available	On-going, as above	Delivery of information to disabled students improved
Long term	To review progress made in short term medium term targets	To plan for the future	Wider understanding buy staff of issues involved	Continuous	Improved delivery of information to disabled students

**The Disability Access Plan is will be discussed, adapted and adopted by the Governing Body and reviewed every 4 years.**