



Bryony School Accessibility Plan 2015-2018

This Accessibility Plan pays due regard to the Equality Act (2010), the Children and Families Act (2014) which links to the SEND Code of Practice (2014) and to past legislation including the Disability Discrimination Act (1995) and the SEN and Disability Act (2001).

This plan sets out the ways in which Bryony School provides 'access' to education for students with a disability. The Equality Act 2010 explains that a person is disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities. Mental illnesses that are clinically well-recognized 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.

Statement of Practice

At Bryony School, we believe that all pupils should have equal access to education. We aim to achieve equality of opportunity for all our pupils, ensuring that they are given a chance to attain their full potential through equal access to all school facilities. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Admission

Bryony School will not use disability as a factor in the selection of pupils. The school will however make an assessment of the needs of the child and be certain to be able to fully meet the needs of the child before a place can be offered.

We accept that staff or parents of prospective pupils may choose not to send their child to Bryony School or Nursery due to the restrictions posed by the school buildings, but we will do all we can to cater for every need. On an ongoing basis, we will review the accessibility arrangement and will review individual cases as they arise and we will do our utmost to cater for disabilities.

Accessibility Action Plan 2015-2018

Bryony School plans, over time, to increase the accessibility of provision for all students, staff and visitors to the School. Attached at Annex A is the Action Plan with relevant actions to:

1. Improve access to the physical environment of the school;
2. Increase access to the curriculum, incorporating school activities and including educational visits;
3. Improve access to information to students, staff, parents/carers and visitors with disabilities.

Annex A – Accessibility Action Plan 2015-2018

1. Improve access to the physical environment of the School

We will endeavour to make reasonable adaptations (wherever we can) in order to allow staff and pupils to use our buildings and we will review each case on an individual basis. We accept that parents of prospective pupils may choose not to send their child to Bryony School or Nursery due to the restrictions posed by the buildings used, but we will do all we can to cater for every need.

However, we have certain challenges posed by our physical environment of the school. Ground floors of our buildings in the Infant and Junior sites are generally accessible but the upper floor in both sites is less accessible for a member of staff or pupils with mobility difficulties. The installation of a lift would be not only extremely costly, reduce classroom space and numbers but also impractical for the structure of these buildings. Our Junior site is also situated in a green-belt conservation area.

We do however, aim to make the school accessible by:

- Ensuring classrooms are adjusted, where necessary, to reflect the needs of a child with a disability (in advance of child joining).
- Making reasonable effort made to purchase equipment that meets the needs of such pupils learning difficulties and/or disabilities in a better way than the existing equipment it replaces (on-going).
- Taking account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the premises (on-going).

2. Increase access to the Curriculum

As a part of our commitment to providing education for all, we are committed to providing access to the curriculum for pupils with a disability.

We will expand the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able bodied pupils; this will cover teaching, learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

We are committed to the ongoing improvement of written information; we would extend this to pupils, staff, parents and visitors with disabilities.

We aim to improve access to the curriculum by:

- Using differentiated activities to ensure that all children are able to make progress (on-going)
- Ensuring that able children are given appropriate high level information and challenges (on-going)
- Updating and implementing child support plans for children with additional needs (on-going)
- Liaising closely with parents and relevant specialists (on-going)
- Expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able bodied pupils; this will cover teaching, learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits (on-going)

3. Improving access to information

We review each case on an individual basis in order to ensure that information is provided in the correct format in order to maximise the learning experience. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We will improve access to information by:

- Ensuring all staff are aware of children and parents of disabilities (on-going).
- Ensuring applications are made for children who are entitled to extra time in examinations (on-going).
- Providing information directly to parents electronically via Parentmail or in a different format such as large print if requested (on-going) .

Policy adopted by School Principals	September 2015
To be reviewed	September 2018