



## **BOND PRIMARY SCHOOL**

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### **Accessibility Plan February 2019-2022**

#### **Purpose of the Plan**

The purpose of this plan is to show how Bond Primary School intends, over time, to increase and maintain the accessibility of our school. We are committed to providing an 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.

#### **1. Legal Background**

1.1. Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the **Equality Act 2010**:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and

1.2. According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

1.3. This **Accessibility Plan** forms part of the school’s Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

1.4. In accordance with the Act the plan focuses on three ‘key areas’:

- 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 to disabled pupils of information which is provided in writing for pupils who are not disabled.



1.5. It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured.

1.6. The plan is to be reviewed and updated at least every three years.

## 2. School Aims

2.1. At Bond Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school vision and values.

2.2. In drawing up this **Accessibility Plan** the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

2.3. In addition parents of children with a disability consulted regularly to ensure all needs and areas of concern had been picked up.

2.4. As stated above, Bond Primary School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents: This Plan will contribute to the review and revision of related school policies, e.g.

- School Development Plan
- Bond Primary School's Special Educational Needs & Disabilities (SEND) Report
- Curriculum Policies
- Bond's Safeguarding policy
- Health & Safety policy
- Equal Opportunities Policy
- Staff related policies



2.5. It will be the responsibility of the whole school community to implement this plan in a manner which promotes the inclusive ethos of our school.

2.6. Information about our Accessibility Plan will be published in on the school website.

2.7. The Plan will be monitored through the Governors Finance Committee.

The fundamental school aim is that accessibility plan should therefore not just be linked to the school improvement process; it should be located firmly within it.

**This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:**

**Definition of Disability:**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

‘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.

**The purpose and direction of the school’s plan: vision and values**

At Bond Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Bond Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- • girls and boys;
- • minority ethnic and faith groups;
- • pupils who need support to learn English as an additional language;
- • pupils with special or additional educational needs;
- • more able children;
- • children who are vulnerable;



We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

### **Information from pupil data and school audit**

We currently have a whole range of children of all backgrounds, needs and abilities.

At Feb 2019:

- Hearing impairment
- Visual impairment
- Speech and Language difficulties
- Cerebral Palsy
- ADHD
- ASD
- Allergies
- Asthma
- Eczema

We collect information from many settings, including Children's Centres, our Pre-School or other Early Years settings, so that we are prepared for children when they arrive in school.

We also hold admissions meetings with new arrivals to have a clear and full picture of abilities or need this information is updated regularly.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs and make adaptations as necessary, this may include moving classrooms for easier access.

### **Views of those consulted during the development of the plan**

Parents are consulted annually, via a parent questionnaire and their views are taken seriously. All people consulted value the ability of the school to cater for the differing needs of pupils.

### **The main priorities in the school's plan**

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary *to fully include them in the life of the school.*

### **The action plan ensures that:**



- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high and challenging expectations.
- There is appropriate deployment and training of specialist support staff, teaching assistants and teachers
- Successful practice is shared within the school.

The school works with other schools within our cluster, including Cricket Green Special School and local secondary schools.  
Disabled pupils have equal access to extra-curricular activities.