



West Byfleet Junior School

Accessibility Plan

Legislative Compliance

The Disability Discrimination Act

The Disability Discrimination Act (DDA) 1995 aims to end the discrimination that faces many people with disabilities. This Act has been significantly extended, including by the Disability Discrimination (NI) Order 2006 (DDO). It now gives people with disabilities rights in the areas of:

- employment
- education
- access to goods, facilities and services, including larger private clubs and transport services
- buying or renting land or property, including making it easier for people with disabilities to rent property and for tenants to make disability-related adaptations
- functions of public bodies, for example issuing of licences

The legislation requires public bodies to promote equality of opportunity for people with disabilities. It also allows the government to set minimum standards so that people with disabilities can use public transport easily.

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 West Byfleet Junior School we are committed to giving all of our children, staff and visitors every opportunity to participate fully in the life of the school and to achieve their potential.

We take into account 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. West Byfleet Junior School promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

Our school strives 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:

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics;

Policy: Accessibility Plan

Nominated Staff Lead: Headteacher

Nominated Committee: C and L

Status:

Type: Statutory

Review cycle:

3 yearly

Date of Next Review: Autumn 2022

- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.
- age

The main priorities in the school's plan:

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

The action plan ensures that:

The school draws on the expertise of external agencies to provide specialist advice and support.

The Inclusion Manager has an overview of the needs of disabled pupils.

There are high expectations.

There is appropriate deployment and training of learning support staff.

Successful practice is shared within the school.

The school works with partner schools.

Disabled pupils have access to extra-curricular activities

Physical modification to building

- New Entrance ramp
- New rails
- Internal lift to first floor
- All ground floor rooms one level
- Disabled toilets for adults and children on both levels.
- Evac chair for emergency evacuation
- Disabled access on minibus
- Automatic door to entrance of school with disabled button
- Risk assessments

Action plan is below:

Objectives	Action			Timescale	Monitoring
	How	People	Resources		
<i>Ensure that all school trips & residential visits are</i>	<i>Thorough planning. Advance visits. Risk</i>	<i>Head Teacher SLT Educational</i>	<i>Leaders planning time for risk assessments</i>	Ongoing	Governors HT

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<i>accessible for pupils with learning or physical disabilities.</i>	<i>assessments. Thorough process of risk analysis</i>	<i>Visits Leader Visit leaders</i>	<i>Pre-visits where possible</i>		
<i>Ensure the new curriculum is fully accessible to pupils with any type of difficulty or disability.</i>	<i>Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas.</i>	<i>All Staff Subject leaders Advisors for sensory impairments Subject advisors Inclusion Manager</i>	<i>New curriculum costs Resources Subject leader release time</i>	<i>Ongoing Renew every time a child arrives.</i>	<i>Governors</i>
<i>To ensure smooth transition and accessibility for new year 3 pupils</i>	<i>Transition Action plan</i>	<i>Transition coordinator –Satvir Babra</i>		<i>Summer Term 2017-2020</i>	<i>Governors</i>
<i>Access to Headteacher's Office</i>	<i>Ensure alternative meeting place on ground floor for disabled visitors</i>	<i>HT-Lesley Lawrence</i>		<i>Ongoing</i>	<i>Governors</i>

This policy should be read in conjunction with the SEND and Equality policies.