

Accessibility Plan 2019-2022 BCC Template for Educational Settings (Early Years and School Age)



Introduction:

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils by:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Definition of Disability:

Disability has a broad meaning. It is defined as a physical or mental impairment that has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities. 'Substantial' means more than minor or trivial. A mental impairment includes mental health conditions (such as bipolar disorder or depression), learning difficulties (such as dyslexia) and learning disabilities (such as autism and Down's syndrome).

Consultation

The following people have been involved in reviewing our accessibility plan:

- The responsible body for the school (governors, trustees, etc)
- Senior leadership of the school
- Teaching staff
- Parents
- Young people
- Others _____

The School's Context:

We are a single form entry Primary School with a Nursery Class. The school buildings comprise a main single storey building with multiple levels and 3 separate single storey modular buildings. The principal entrance to the school is level and visitors can be greeted from the office reception window. A car parking space has been designated for disabled people in the school car park. The route from the car park to the main entrance is level and clearly marked.

External and internal ramp access is available to most areas of the school site but internally not all areas of the building are accessible due to both steps and the gradient of some of the ramps, in particular the main corridor ramp that connects the KS2 area of the building to the main entrance, the school hall, dining room, KS1 area and the Head's office. There is a shower. Some of the stairs have handrails. The fire evacuation system has visual and auditory signals for evacuation.

There are currently no pupils in school who use a wheelchair or other mobility aids.

Current strengths of the school in working with disabled pupils:

- Parents meetings, nursery and home visits prior to pupil starting to gather information about pupils' medical, physical and mental needs
- On entry assessments of Reception pupils to identify any additional needs
- All pupils are given the opportunity to go on school trips and camps
- SEN/D training is incorporated into the continuing professional development of staff
- The curriculum is differentiated to meet the needs of all pupils and offers a wider curriculum experience of dance (including ballet), drama and gymnastics
- SEND Support Plans and Individual Pupil Profiles are prepared and monitored regularly
- Good relationships with outside agencies such as the Sensory Support Team, BAT, and our link Educational Psychologist and SALT
- The school has a designated disabled parking space in the school car park
- We have a clear policy on the administration of medicines, with staff appropriately trained to administer epipens, supervise asthma inhalers, etc
- Where appropriate IT software is used to support learning
- Disability access requirements are met in any building project
- Individual pupils risk assessments are in place as required
- Positive attitudes promoted through assemblies and visitors to school e.g. Guide Dogs for Blind, Para-Olympian visit

Implementation, Reporting and Review

Our accessibility plan will be reviewed by the SENCO and the Governing Body every 3 years.

Date plan was written/reviewed by SENCO: Jan 2019

Date plan was ratified by the full Governing Body: Jan 2019

Date of next review: Jan 2022

Our Accessibility plan will be made available to interested parties through publication on our website.

Equality Act 2010 Statutory Requirement	Action	Cost	Timeframe	Expected Outcome	
Support to schools in meeting their statutory duties (including Equality Act 2010, Schedule 10)	Policies and records	The school will make itself aware of the services available for converting written information into alternative formats so that policies and records can be made available in alternative formats when specifically requested.	Cost of producing information in required formats	When needed	Access to information for individual children/parents/carers is not limited.
	Consultation	The school will keep children/parents and carers informed of curriculum developments and policy changes, where appropriate the school will consult with them on any changes to provision.	N/A	On-going	
Increasing the extent to which disabled pupils can participate in the schools' curriculums	Learning and planning	<p>SLT to monitor the provision of Quality First Teaching to ensure that lessons are planned to meet the needs of all pupils.</p> <p>SLT and SEN Governor to audit the current interventions and review the curriculum offer made available to all pupils.</p> <p>Ensure teachers and teaching assistants have the necessary training to teach and support disabled pupils. Training needs will be identified through PM reviews and external agency recommendations to meet the specific needs of pupils</p>	<p>SLT time</p> <p>SENCO/SEND Gov time</p> <p>Cost of appropriate training</p>	<p>On-going</p> <p>Spring/Summer 19</p> <p>On-going</p>	<p>Increased access to the curriculum for all learners.</p> <p>Staff confident in teaching and supporting specific disabled pupils</p>
	Learning environment	<p>Ensure all pupils with physical disabilities have access to all aspects of the curriculum - all appropriate staff take part in manual handling training, so that additional support is available when needed</p> <p>All school trips and visits need to be accessible to all pupils - ensure venues and means of transport are suitable to meet the needs of all pupils. Where possible provide additional adult support for pupils.</p> <p>Review PE curriculum to ensure PE is accessible to all pupils, where possible provide additional adult support for pupils if it is felt this will increase access to the PE curriculum.</p>	<p>Team Teach training cost</p> <p>Cost of additional adult support</p> <p>Cost of additional adult support</p>	<p>Spring 2019</p> <p>On-going</p> <p>Autumn 2019</p>	<p>Staff confident in supporting disabled pupils</p> <p>Risk assessments completed. All pupils able to access planned off site activity.</p> <p>All pupils to access PE lessons/activities</p>

Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools.	Anticipating adjustments	<p>Audit of physical environment</p> <p>Re-paint the crossing marking from the disabled parking bay to the main entrance</p>	<p>Cost for specialist advice/audit of school site</p> <p>Governor/SLT/SENCO time to review recommendations</p> <p>Cost for markings to be re-painted</p>	<p>Autumn 2019</p> <p>As soon as possible</p>	<p>School is aware of accessibility barriers to its physical environment, and will make a plan to address them if they are financially viable.</p> <p>A clear pathway will be visible from the disabled parking bay to the main entrance of the school.</p>
	Environmental	<p>Ensure pathways of travel around the school site and parking arrangements are safe, routes logical and well signed. Premises inspections and Health and Safety Committee to carry out a termly walk through with feedback given to all staff.</p> <p>Maintain safe access for all people, particularly those with a visual impairment by ensuring that contrasting edgings on all stairs and outdoor steps are visible and by checking all exterior lighting is working correctly. To be monitored by the Caretaker and the Health and Safety Committee.</p>	<p>Cost of any replacement signs/equipment</p> <p>Cost to re-paint steps etc</p>	<p>On-going</p> <p>On-going</p>	<p>The school site is a safe place for all pupils</p> <p>Safe movement on steps</p>
Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.	Access to school information	<p>Staff will be aware of services available to Disabled pupils.</p> <p>All pupils including disabled pupils will have access to information around the site through the use of appropriate signage. Visual aids will be used if needed, as well as other resources such as checklists and task management boards to break down information so that it is more accessible.</p>	<p>Cost of new or replacement signage if and when needed.</p> <p>Cost of specific resources such as colour overlays.</p>	<p>On-going</p>	<p>All information is accessible to all pupils.</p>