

# Accessibility plan

## BILSTON CE PRIMARY SCHOOL



**Approved by:** Governing Body

**Date:** Autumn 2017

**Last reviewed on:** 2014

**Next review due by:** 2020

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access, experiences and opportunities for all pupils without discrimination of any kind. We are a fully inclusive school which caters for all children, irrespective of background, to succeed. We endeavor to provide a secure, safe and stimulating environment in which each individual can flourish academically and as a person.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

*The School is supported by a Health & Safety consultant who regularly inspects the school site with school staff and advises/reports on such matters as accessibility.*

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including **parents, staff, visiting professionals, pupils and Governors.**

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Our School approach is as follows:</i></p> <p><i>We offer a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>Each term school identifies needs of pupils as mobility is high with children coming into school...beginning of Autumn term sees new reception cohort.</p> <p>Establish and continue traded service with LA specialist teachers.</p> <p>Subject coordinators review resourcing</p> <p>School policies have approach identified to meet needs of disabled learners</p>	<p>If a child with a disability is admitted into school, liaison takes place with specialist services provided by LA/Gem centre therapists/specialist teacher service.</p> <p>Summer visits into nursery school/settings to ascertain needs of incoming children.</p> <p>Visits by sight /hearing impaired teachers into school to meet when necessary with teaching staff.</p> <p>Purchase new resources</p> <p>Checking school policies</p>	<p>SENDCO HT</p> <p>Eyfs coordinator</p> <p>Class teacher/s</p> <p>Subject leaders</p> <p>Subject leaders</p>	<p>End of oct. half term</p> <p>End of summer term</p> <p>Throughout year</p> <p>Yearly</p> <p>Ongoing over year</p>	<p>Pupil needs are met</p> <p>Able to plan ahead of children entering school eg resources appropriate/purchased.</p> <p>Specialist advice/input provided to school staff.</p> <p>Pupil needs met</p> <p>Provision is appropriate</p>

<p>Improve and maintain access to the physical environment</p>	<p><i>The school environment has had major refurbishment over the last six years as well as significant new build in its growth form a one form to two-form entry primary school. The environment has been adapted/ designed to be compliant with DDA requirements and to meet the needs of all pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Door exits level with outside ground</i></li> <li>• <i>Corridor width</i></li> <li>• <i>Disabled parking bays</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> <li>• <i>Book shelves/Displays and interactive whiteboards at wheelchair-accessible height</i></li> </ul>	<p>Ensure new build meets needs of disabled learners/staff</p> <p>Improve access onto playground</p> <p>Improve compliance at Adventure Playground</p>	<p>Planned new build to reception area/childcare accommodation/staffroom</p> <p>Widen entrance area for parents/children to access playground before/after school</p> <p>Improve signage; provide induction loop; make displays at child level; improve lighting</p>	<p>Architect</p> <p>Site manager/external contractor</p> <p>Site Manager / contractors / coordinators</p>	<p>Planning stage Oct half term</p> <p>Dec 2017</p> <p>Ongoing throughout academic year – completed by summer 2018</p>	<p>New build is compliant with DDA</p> <p>Additional space created to avoid 'bottleneck'</p> <p>Provision improved for disabled pupils</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Pictorial or symbolic representations</i></li> </ul>	<p>audit books with braille/enlarged text content</p> <p>review current signage</p> <p>provide induction loops around school</p>	<p>Purchase Braille books/modified enlarged texts for sight impaired children</p> <p>H&amp;S consultant to advise Site Manager</p> <p>Install loop access points around school</p>	<p>English coordinator</p> <p>SM/Consultant</p> <p>School bursar</p>	<p>By end of Financial year</p> <p>By end of Spring term 2018</p> <p>Spring 2018</p>	<p>Appropriate provision of braille / enlarged text</p> <p>Appropriate signage in place</p> <p>Office/reception area has loop provision plus classrooms</p>

## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by The Governing Body's Health and Safety committee and reported to the Full Governing Body in the Autumn Term 2017.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessments
- Health and Safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy (medicines policy)

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	School is single level			
Corridor access	Through corridors in school	Ensure obstacles do not obstruct movement/free flow; ensure slip hazards are clearly marked with appropriate signage.	Site manager/caretaker /cleaner	ongoing
Lifts	There are no lifts in school			
Parking bays	School has two disabled parking bays	Ensure these are available at all times and not parked in by non-disabled drivers	Site staff	ongoing
Entrances	Front entrance/playground exit/fire exits/community entrance	Ensure obstacles do not obstruct movement/free flow. Hearing loop needs installing in front office	Teaching staff School bursar	Ongoing December 2017
Ramps	None needed	School has level exits between interior /exterior door entry points		
Toilets	There are two disabled signed toilets in school	Ensure toilets are clear from obstructions and that emergency pull cords are working	Cleaning staff	ongoing

Reception area	Adequate space for wheelchair users/non-disabled public Internal signage	<ul style="list-style-type: none"> <li>• <i>Internal signage is appropriate</i></li> <li>• <i>Hearing loop installed</i></li> <li>• <i>Reception Entrance/Childcare facilities/staffroom of school will be increased in size to accommodate growth in pupil and staff numbers.</i></li> </ul>	Site manager School architect	Spring/Summer term 2018
Internal signage	Visible for all? At appropriate height level?	Are signs appropriate and effective? Site Manager to complete check.	Site manager	Autumn term
Emergency escape routes	Fire exits	Fire risk assessment in place and checked by H&S consultant; fire evacuation plan in place and working appropriately (evacuations of building in less than 3 minutes)	Site Manager Fire Wardens/Marshalls Consultant	Ongoing Summer 2017