

Bidford on Avon C. of E. Primary School



Accessibility Plan 2019 - 2022

Adopted: Jan 2019

Review date: Jan 2022

Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Bidford on Avon C. of E. Primary School the Plan will form part of the School Development Plan and will be monitored by the headteacher and evaluated at Governors’ AGM each year. The current Plan will be appended to this document.

Aims and Objectives

At Bidford on Avon C. of E. Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives which can be found within the school’s Equality and Diversity Policy, a review of these objectives and will be published on the school website annually.

Bidford on Avon C. of E. Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Bidford on Avon C. of E. Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the

physical environment of the school and physical aids to access education within a reasonable timeframe;

- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Bidford on Avon C. of E. Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- **Behaviour Management Policy**
- Curriculum Policy
- Critical Incident Support Plan
- **Equal Opportunities Policy**
- **Health & Safety Policy**
- Equality Plan
- School Prospectus
- School Improvement Plan
- **Special Educational Needs and Disabilities Policy**

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor sequence of meetings and evaluated at the AGM each year

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Our Aims are:

- Increasing access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information

Our objectives are detailed in the Action Plan on the following pages.

Improving the curriculum access

Target	Strategies	Timescale	Responsibility	Outcome
Create effective learning environments for all which also promote the participation and independence of all pupils, utilising feedback from pupil groups	<ul style="list-style-type: none"> ▪ Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement ▪ Circulate “Reasonable Adjustments” Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need ▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of pupils 	Ongoing Annually As required	All staff SLT/Inclusion manager Governors	All staff to have knowledge of any pupils with disabilities or additional needs in their classes Classrooms and resources are accessible to all All staff confidently support and differentiate for all pupils
Increase participation in - school and after school activities/clubs	<ul style="list-style-type: none"> ▪ Audit to monitor involvement in extra-curricular activities and identify any barriers. ▪ Ensure school activities are accessible to all students ▪ Addition support staff to cover extra-curricular activities if needed 	Annually Termly As required	PE co-ordinator SLT/inclusion manager	All pupils have an opportunity to participate in extra curriculum activities/clubs
To review all statutory policies to ensure that they reflect inclusive practice and procedures	<ul style="list-style-type: none"> ▪ Analyse impact of Behaviour Code, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities/SEND ▪ To ensure compliance with the Equality Act 2010 	Annually in Autumn Term	Inclusion Manager Assistant Inclusion manager Monitored by SLT & Governors	All policies are being adhered to
To liaise with feeder nurseries to review potential intake for each September in take	<ul style="list-style-type: none"> ▪ To ensure early identification of pupils who may need additional or differentiated provision 	Annually in Summer term	Inclusion Manager/EYFS co-ordinator	Support is identified early and put in place for any pupils with additional needs/disabilities
To continue close liaison with parents and outside agencies for peoples with on-going health needs or disabilities	<ul style="list-style-type: none"> ▪ To ensure strong collaboration between key personnel 	On-going	Inclusion Manager & Assistant Inclusion manager	Strong communication between all parties to enable best support for pupils with disabilities

To promote positive attitudes to disability	<ul style="list-style-type: none"> ▪ Review PSHE Curriculum ▪ Review Assembly Programme: widen focus of Different/Same theme ▪ Involve local disability groups in assemblies and visits to school 	<p>Spring 2019 Annually</p> <p>Autumn 2019</p>	<p>PSHE Lead</p> <p>RE Lead</p> <p>SLT & Governors</p>	<p>Improved community cohesion</p> <p>Greater awareness of disabilities and their needs in the wider community</p>
To ensure full access to the whole curriculum for all children	<ul style="list-style-type: none"> ▪ CPD for all staff ▪ Utilising and ensuring maximum use of support staff including outside agencies and trained teaching assistants. ▪ Multimedia activities to support most curriculum areas ▪ Use of interactive ICT equipment and ICT to aid access to the curriculum ▪ Specific equipment sourced if necessary 	<p>As required</p> <p>Termly</p> <p>Ongoing</p> <p>As required</p>	<p>Inclusion Manager and SLT</p> <p>ICT Leader</p>	<p>A differentiated curriculum with alternatives offered</p> <p>All pupils accessing ICT resources to support/enhance learning opportunities</p> <p>Pupils with disabilities making progress and accessing the whole curriculum</p>

Improving the physical environment

Target	Strategies	Timescale	Responsibility	Outcome
Increase site access to meet diverse needs of pupils, staff, parents and community users	<ul style="list-style-type: none"> ▪ Review personal evacuation plans. ▪ Regular site walks to monitor accessibility ▪ Front door access? 	Annual Termly	Inclusion Manager/SLT Site Manager H&S Governor	Site access is safe and monitored regularly All pupils, staff and visitors enter and exit the site safely
Ensure visually stimulating environment for all children	<ul style="list-style-type: none"> ▪ Colourful, lively displays throughout the school encourage discussion, engagement and enthusiasm in learning ▪ Outside space provides a stimulating environment – playground markings to be recovered ▪ Development of a tranquillity area to meet pupils SEND need 	Ongoing Autumn 2019 Autumn 2019	Teaching staff Site manager/outside agency Inclusion Manager & Assistant Inclusion manager	Inviting environment which shares all pupils achievements All pupils take pride in their environment Inclusive child-friendly play areas
To ensure disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> ▪ Offer telephone call/face to face meetings to explain letters sent home for parents who need this ▪ Adopt a more proactive approach to identifying the access requirements of disabled parents 	Ongoing With immediate effect and constantly reviewed	All teaching staff Whole school team	Disabled parents are not discriminated against and are more involved and interested in their child's education

Improving the delivery of written information

Target	Strategies	Timescale	Responsibility	Outcome
Ensure availability of documents in alternative formats	<ul style="list-style-type: none"> ▪ Large print and emailed copy of newsletters and information to relevant parents ▪ Monitor uptake of documents in alternative formats ▪ Homework differentiated and modified in to alternative formats for key identified pupils ▪ 	<p>As required</p> <p>Annually</p> <p>As required</p>	<p>Business manager</p> <p>All teaching staff</p>	All Parents and pupils can access written information at home
To ensure improved access to written information for pupils, parents and visitors	<ul style="list-style-type: none"> ▪ Raise awareness of font size and page layout for pupils with visual impairments ▪ Audit the school library to ensure availability of large font and easy read texts to improve access ▪ Auditing signage around the school to ensure that it is accessible to all. 	<p>Aut 2019</p> <p>Aut 2019</p>	<p>Inclusion manager</p> <p>Assistant inclusion manager</p>	All pupils and visitors can access text around the school
To review children's records ensuring school's awareness of any disabilities	<ul style="list-style-type: none"> ▪ Information collected about new pupils ▪ Records passed up to each class teacher ▪ End of year class teacher meetings ▪ Annual reviews ▪ Medical forms updated annually for all pupils ▪ Personal health plans in place and shared with relevant parties ▪ Significant health problems – shared with all staff and information kept up to date 	<p>Annually</p> <p>As required</p>	<p>All teaching staff</p> <p>Inclusion manager & assistant inclusion manager</p>	Effective and up to date communication of information about disabilities throughout the school