

Bayford C of E Primary School

Accessibility Plan

2017-2020

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1. 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.

At Bayford 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.

- 1) The Accessibility Plan for Bayford C of E. Primary School has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school over time. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) Bayford 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.
- 4) The Bayford C of E Primary School Accessibility Plan shows access is considered for disabled pupils, staff and visitors to the school. The Plan contains relevant and timely actions to the key aspects of physical environment, curriculum and written information as follows:
 - Continually monitor access to the **curriculum** for pupils with a disability, adapting the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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
 - 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, as the need arises.

- 5) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- 6) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - 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 Policy
- 7) The Accessibility Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake all the works during the life of the 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.
- 8) 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.
- 9) The Accessibility Plan will be published on the school website.
- 10) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee.
- 11) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
- 12) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

2. Aims and Objectives

Our Aims are:

- Increase/maintain access to the curriculum for pupils with a disability as needs arise
- Improve and maintain access to the physical environment as needs arise
- Improve the delivery of written information to pupils

Our objectives are detailed in the Action Plan below

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers at whatever stage they join the school.

Physical Environment

Pupils with a disability participate in extra-curricular activities. We accommodate their needs, despite some aspects being challenging during, for example, lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school visits and trips for pupils with medical needs.

There is a quiet area where children can spend their time playing quiet games, make lego models, draw, read etc.

We have an Open Classroom and Sacred Garden to enable those children needing time to themselves, at playtimes, to sit quietly and read books in a safer environment, under the supervision of an adult.

Curriculum

At the present time all children in the school have access to all areas of the curriculum. Should we need to consider a child with a disability where this is more challenging, for example, PE for a pupil with a physical impairment, they would be included according to their needs. We are mindful of other issues to be considered such as bullying, peer relationships, the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people displayed around the school. These are looked at case by case and appropriate intervention put in place if needed.

Information

Different forms of communication are made available to enable pupils with a disability to express their views and to hear the views of others. These include Makaton in Foundation Stage, hearing amplifiers in a number of classrooms and Visual communication in all classrooms. Access to information in a range of different formats would need to be appraised if children and adults accessing the school environment had needs that are not met at the present time.

4. Access Audit

The school is a single storey building with wide corridors and several access points from outside. Doorways are accessible to adult sized wheelchairs.

All entrances to the school are either flat or ramped and most have wide doors fitted.

The main entrance features a lobby accessed from outside via a buzzer system. There are disabled toilet facilities available in the Early Years classroom, with a fitted handrail.

The school has internal emergency signage and escape routes are clearly marked.

The staff toilets, near the staffroom, are not suitable for wheelchair access by a child or adult.

5. Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced.

New buildings/revamps will be built to modern specifications regarding disabled facilities.

The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

6. Action Plan

Access	Item	Activity	Timescale	Cost
1.	Disabled Toilet in EYFS classroom	Investigate the requirement for an emergency pull-cord. Investigate the accessibility of wheelchair	2018	NYK
2.	Disabled parking bay	Yellow paint to one of the existing bays	2018	NYK
3.	Access audit	To be reviewed in 2017 and then 2020	3 yearly	
4.	Wheelchair access	Entry and exit doors to the school and playground to have yellow paint to door threshold	2018	NYK
5.	Fire exit door	Yellow paint to door threshold	2018	NYK