



Barnabas Oley School

Access Plan March 2017 – March 2020

Version: 5.0

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Approved: A. Pett (FGP Chair) Date: March 2017

Revision History

Version	Author	Summary	Review Date	Next Review
1.0	Jon Beech	Updates following Curriculum Committee review on May 10th 2004	11/05/04	
2.0	R Smith	Plan for 2013 /14	May 2013	May 2014
3.0	R Smith	Reviewed policy and updated appendices for actions	Oct 2014	Oct 2015
4.0	R Smith	Minor changes	Oct 2015	Oct 2016
5.0	R Smith/A Pett	Full review and Plan for 2017/20	March 2017	March 2018

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1 Introduction

This Access Plan defines the steps the School is taking and the curriculum measures it puts into place to ensure access for pupils, parents and staff with or without disability.

We believe that this Access Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Access Plan over a prescribed period. The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

The Access 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 LA 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.

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.

Our School's Access plan is aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum – refer to Appendix A;
- Improving the physical environment of the School to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improving the availability of accessible information to disabled pupils.

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

Our School's previous Access Plans were incorporated into a Disability Equality Scheme /Single Equality Scheme and build on those foundations. This Access Plan includes data and consultation from those schemes where they continue to be relevant.

2 Definition of disability

The definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities. The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

3 Vision and values

We are 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 Information gathering

The view is taken that the Equality Act 2010 impacts on a school in three ways:-

1. As a provider of education services for young people;
2. As a provider of employment; and,
3. As a provider of services for the public (i) for parents and (ii) for the general public by invitation.

Most of the above is delivered by management arrangements although the physical features of the School premises may have a bearing.

As archaeology reveals the layers of changing milieu, similarly, will the extensions and alterations to a public building over one hundred and thirty years. It is only in the last decade that any significant regulation or standard has applied to the inclusive design of school buildings. Therefore, it has to be accepted that building limitations may necessitate greater management arrangements to ensure that discrimination (causing substantial detriment) does not occur.

A pupil is entitled to access to a suitable curriculum; this does not entail access to an entire school premises. Therefore, a decision to admit a pupil with a substantial physical or sensory disability would be informed, to some extent, by the building in its current state and the potential, or otherwise, for feasible adaptations. If the School wishes to employ a person with disabilities, or an existing employee becomes disabled, reasonable adjustments will be considered to ensure that the employee is a valued member of a team and that the requirements of the post are being delivered: this may include some building alterations. Schools do not provide open access for the public. Parents must be received with dignity by the School and on community occasions, access to the School hall should not only be possible but also not unreasonably difficult. An accessibility audit took place in 2012 with an in school review in 2017.

Key starting points should be assessments of:

- The nature of the School population for whom the School is planning
- The nature of the School, including a consideration of the impact of the School's existing plans and priorities

Pupil information will include a range of data:

- Pupils already in School and moving through it
- The nature of the future intake (advance information from pre-school/primary school etc)

5 The Plans

The Access Plan shows how access is to be improved for disabled pupils, staff and visitors to the School in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Access Plan will contain 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 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 school 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 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 handouts, timetables, textbooks and information about the School and School events; the information should be made available in the required formats within a reasonable timeframe.

The Access Plan relates to the key aspects of physical environment, curriculum and written information.

6 Access Audit

The Access Plan for physical accessibility relates to the Access Audit of the School. This was originally undertaken by the Local Authority and subsequently updated by the School. It remains the responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of this Access 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 Access Plan for the ongoing period.

7 Monitoring and Review

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 School Prospectus will make reference to this Access Plan. The School's complaints procedure covers the Access Plan. The Access Plan will be published on the School website. It will be reviewed by the Finance and General Purposes Committee annually and renewed every three years.

Appendices

A. Barnabas Oley Access Plan 2017-2020

A.1. Improving Curriculum access 2017-2020

Target	Strategy	Outcome	Who	When	Completed
Training for staff in the identification of and teaching children with ASD and other specific learning difficulties.	All staff attend appropriate training. Outreach provision from external Agencies where necessary.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom. Children with ASD are successfully included in all aspects of school life.	All staff led by SENDCO	Autumn 2016	Autumn 2016
All extra curricular activities are planned to ensure they are accessible to all children.	Review all out-of-school provision to ensure compliance with legislation.	Increase access to all school activities for all pupils.	Staff leading extra curricular activities	Ongoing	Ongoing
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms.	Children have ready access to a range of resources to support their learning.	Class teachers overseen by SMT	Summer 2016	Summer 2016
Ensure all children on SEN list have a provision map in place.	Provision maps for all children	Provision maps in place and highlighted to support the needs of individual children.	SENDCO	Autumn 2016	Autumn 2016 and ongoing
Review TA deployment in the light of additional needs and ECH Plans.	In review meetings with teaching assistants establish when they are available to support children each day that may be different to their current working hours.	Children who need individual adult support to participate in some activities have access to this support.	Head and SENDCO	Ongoing according to individual needs	Ongoing
To ensure all teachers are following SEND policy in the light of current needs.	All teachers need to ensure that they are using appropriate resources to support individual needs.	Continual CPD training of staff in order to remove all barriers to learning.	Monitor by SENDCO	Autumn 2016	Autumn 2016 and ongoing
Ensure compliance with DDA and code of Practice	Staff and governors informed of requirements and obligations of the DDA and Accessibility Plan shared with personnel.	All personnel aware of requirements and obligations	Staff and governors meetings	Summer 2016	Ongoing

A.2. Improving Physical Access 2017-2020

Target	Strategy	Outcome	Who	When	Completed
All steps into the building and on the playground are marked with high visibility paint.	Steps are repaired and marked with high visibility paint.	All stepped areas clearly marked.	Health and safety committee	Summer 2016	Autumn 2016
Handrail on playground steps re-attached.	Handrail replaced to improve safety when accessing steps.	Handrail in place.	Health and safety committee	Summer 2016	Summer 2016
Ensure disabled toilet is fully operational.	Assess toilet area for DDA compliance.	Disabled toilet available for use during school day and for hall lettings	Health and safety committee	Ongoing	Ongoing
To ensure that both areas inside and outside conform to the H&S guidelines.	To assess any high risk areas and carry out appropriate risk assessments, working to bring them up to an acceptable level. H&S Audit completed and achieved.	All risk assessments carried out. Action plan in place to mitigate identified risks.	LA representatives, head, staff, caretaker and governors to carry out risk assessments.	Ongoing. Termly H&S inspection	Ongoing Termly H&S inspection

A.3. Improving delivery of written information

Target	Strategy	Outcome	Who	When	Completed
Availability of written material in alternative formats.	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	Head and SENDCO	January 2017	Spring 2017
Make available school prospectus, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all. School information published on school website and updated regularly. Delivery of school information to parents and the local community improved.	Head and Admin staff	Ongoing	Ongoing
The school moves towards an electronic method of reporting to parents.	Electronic reporting methods are explored and used where appropriate.	The school has explored electronic reporting methods and is knowledgeable about best practice.	SMT	Ongoing	Ongoing