

Blacko Primary School

<http://lancashire.schooljotter.com/blacko>

ACCESSIBILITY PLAN

UPDATED: May 2017

COORDINATOR: Mrs Richards

Agreed by Head Teacher: May 2017

Agreed by Governors: May 2017

REVIEW: September 2018

POLICY

Mission Statement

Our aim is to provide a happy, pleasant and stimulating environment where relationships between all members of the community - children and adults - are based on mutual trust, understanding and respect. The family feel of our school helps each child to develop his/her own personality in a secure and caring environment where we are mindful that toleration and respect of others are necessary attributes in a modern British civilised society.

Introduction

At Blacko Primary School we are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This Accessibility Policy and Plan are drawn up in compliance 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 Accessibility Plan over a prescribed period.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

- not to treat disabled students less favourably for a reason related to their disability, either actual, perception of the disability or by association;
- to make reasonable adjustments for disabled students so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled students.

In 2005 the DDA brought in a duty on all public authorities to promote disability equality, this includes schools and local authorities.

At Blacko Primary School we have a general duty to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination;
- eliminate harassment related to a disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) as: “A person has a disability 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 carry out normal day to day activities.”

Key Objective

To reduce and eliminate barriers to accessing the curriculum and so lead to full participation in the school community for students, prospective students, staff and visitors with a disability.

Our Aims

The school plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The main priorities in the school’s plan will be in the following areas:

- Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Ensure access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to 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 the Disability Discrimination Act. 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 aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to 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 time frame.

Action Plan

Attached are three audits of current provision relating to these three key areas of accessibility that are highlighted above. Note that these plans also have an action required section with future planned action detailed.

Information about our Accessibility Plan will be published on the school website and copies made available to parents on request.

The future planned action work will be overseen and co-ordinated by the governors' premises subcommittee, the curriculum sub-committee, and by the head teacher.

Evaluation of the progress of the plan will be made by the full governing body through an annual report by the relevant sub-committees.

The advice and support of the Local Authority will be sought in implementing the plan and in the development of any capital related work at Blacko Primary School.

The Plan will be monitored by Ofsted as part of their inspection cycle.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality Policy. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The School's complaints procedure covers the Accessibility Plan.

Section 1

IMPROVING THE PHYSICAL ACCESS

| <u>Targets</u> | <u>Strategies</u> | <u>Timescale</u> | <u>Responsibility</u> | <u>Success Criteria</u> | <u>Review</u> |
|--|--|--|--|--|--|
| <p>To be aware of the access needs of disabled children, staff, governors and parents, carers.</p> <p>→ Ensure the school staff & governors are aware of access issues</p> | a) to create access plans for individual disabled children as needed as part of the IEP process. | As required | SEND Co / Class Teacher / SENDSS | <p>No physically disabled pupils on role September 2016.</p> <p>As needed, IEP's would be in place for disabled pupils, and all staff would be aware of pupils' needs.</p> | <p><u>May 2017</u></p> <p>No disabled children on role May 2017.</p> <p>Access to Work Scheme circulated to staff September 2016.</p> <p><u>Actions:</u></p> <p>To remind parents to inform school of any access issues we can support with.</p> |
| | b) to ensure staff and governors can access areas of school used meetings | Ongoing process | Headteacher / Assistant Head Teacher / SLT | <p>SEND Co provision map is updated with all relevant information.</p> | |
| | c) Annual reminder to parents, carers through welcome letter to let us know if they have problems with access to areas of school. | In place Autumn term 2016 | Headteacher / Assistant Head Teacher / SEND Co / Bursar / SLT | <p>All staff & governors are confident that their needs are met.</p> | |
| | d) circulate information to relevant staff on Access to Work Scheme | In Place Autumn Term 2016 | Headteacher / SEND Co / Assistant Head Teacher / H&S Committee | <p>Continuously monitored by Head teacher, SEND Co/Assistant Head Teacher, SLT and Governors to ensure any new needs arising are met.</p> | |
| | e) Staff to share provision map information with volunteers and support staff to ensure continuity of care for the children with disability. | Care plans to be in place as and when needed | SEND Co / All Staff | <p>Parents have full access to all areas of school.</p> <p>Access to Work Information in Staff Handbook and on staffroom notice board.</p> <p>Volunteers are aware of needs of SEND children at all times as required.</p> | |

| | | | | | |
|--|---|--|---|---|---|
| <p>Ensure everyone has access to the entrance to the school and the reception area</p> | <p>a) ensure that nothing is preventing wheelchair access.</p> <p>b) check the outer door is wide enough for a wheelchair.</p> <p>c) provision of appropriate seating which can be moved to aid access if needed.</p> | <p>Daily check to ensure the area in clear of obstructions</p> <p>Autumn term 2016</p> <p>Seating in place Sept 2016</p> <p>Autumn Term 2016</p> | <p>Site Supervisor / Health & Safety Committee/ Headteacher</p> <p>H&S Committee</p> <p>Headteacher/Health & Safety Committee</p> | <p>Disabled parents / carers / visitors feel welcome and can access the entrance.</p> <p>Visitors can sit down if waiting for reception.</p> | <p><u>May 2017</u></p> <p>New porch area allows for wheelchair access through two double doors which can be opened fully when needed.</p> <p>Additional door way in to the KS2 cloakroom allows</p> <p><u>Actions:</u></p> <p>To continue to review and check regularly as part of H&S Committee walk rounds.</p> |
| <p>Maintain safe access for visually impaired people</p> | <p>Check condition of the internal and external step edges regularly.</p> <p>Check exterior lighting is working on a regular basis.</p> <p>Put black/yellow hazard tape /paint yellow any obstructions in the school yards to help visually impaired children.</p> <p>Yellow edges to be re-done as needed throughout the school year</p> | <p>Ongoing checks</p> <p>Feb 2016</p> | <p>Head Teacher / Site Supervisor / Health & Safety Committee</p> <p>Head Teacher / SEND Co /Site Supervisor</p> | <p>Visually impaired people feel safe in school grounds. Yellow edges will be re-done as needed throughout the school year.</p> <p>To check external lighting to see if it is sufficient or additional lighting is needed.</p> <p>Children know where obstructions are.</p> | <p><u>May 2017</u></p> <p>School provision checked regularly by staff and site supervisor.</p> <p>H&S Committee Walk rounds check the suitability of the school environment.</p> <p><u>Actions:</u></p> <p>Continue to monitor and check regularly. Continue to adapt as needed</p> |

| | | | | | |
|---|--|--|--|---|--|
| <p>Ensure all disabled people can be safely evacuated.</p> | <p>a) Ensure there is a personal emergency evacuation plan for all disabled pupils.</p> <p>b) Ensure all staff are aware of their responsibilities in evacuation by being aware of individual children's information and/or needs.</p> | <p>Updated September 2016 and annually</p> <p>Technical Fire Report 3-yearly</p> | <p>Head Teacher / Assistant Head Teacher / Bursar / SLT / SEND Co</p> <p>Headteacher to remind staff</p> | <p>All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation.</p> <p>Disabled people in wheelchairs can be evacuated quickly and easily.</p> | <p>May 2017</p> <p>Whole school has an emergency evacuation plan which incorporates support of all pupils. No current disabled pupils on roll by the plan would be adapted to support where needed.</p> <p>Actions:</p> <p>Continue to monitor the effectiveness of the evacuation plan and adapt as needed.</p> |
| <p>Provide hearing loops in classrooms to support pupils with a hearing impairment.</p> | <p>Take advice and direction from SENDSS and/or School Nurse on appropriate equipment if this becomes necessary.</p> | <p>As required</p> | <p>Headteacher</p> | <p>All children with hearing impairment have access to the curriculum</p> | <p>May 2017</p> <p>Current guidance from SENDSS is that the support in place is sufficient and meeting the need of pupils with mild hearing impairment.</p> <p>Actions:</p> <p>Review need for hearing loop regularly and adapt if needed.</p> |

| | | | | | |
|---|---|--|---|---|--|
| <p>Ensure there are enough fire exits around school that are suitable for people with a disability.</p> | <p>Ensure staff are aware of need to keep fire exits clear.</p> <p>Fire exits to be clearly labelled and signed</p> | <p>Daily</p> <p>By January 2016 committee inspection</p> | <p>Site Supervisor / Bursar / Health and Safety Committee / All staff / Headteacher</p> | <p>All disabled personnel and pupils have safe independent exits from school.</p> | <p><u>May 2017</u></p> <p>Regular fire drills show quick and effective exist from the building for all staff and pupils on roll. No current disabled pupils on roll by the plan would be adapted to support where needed.</p> <p><u>Actions:</u></p> <p>To monitor the effectiveness of fire exits during fire drills and adapt the evacuation plan to suit the needs of pupils as required.</p> |
|---|---|--|---|---|--|

Section 2

ACCESS TO THE CURRICULUM

| <u>Targets</u> | <u>Strategies</u> | <u>Timescale</u> | <u>Responsibility</u> | <u>Success Criteria</u> | <u>Review</u> |
|--|---|--|--|---|--|
| <p>Ensure support staff have specific training on disability issues</p> | <p>Identify training needs and address as need at regular meetings.</p> <p>Staff to communicate any needs as they arise if they feel training is needed/refreshing.</p> | <p>Ongoing</p> | <p>All Staff / SEND Co / Headteacher / Assistant Head Teacher</p> | <p>Raised confidence of support staff.</p> <p>Disabled pupils are supported appropriately to enhance their access to the curriculum.</p> | <p><u>May 2017</u></p> <p>SEND Training for staff reflects the needs of pupils on roll.</p> <p>No current disabled pupils on roll but training would be adapted to support where needed.</p> <p><u>Actions:</u></p> <p>Monitor needs of pupils and staff regularly and provide training opportunities as needed.</p> |
| <p>Ensure all staff (teaching & non-teaching) are aware of disabled children's curriculum access</p> | <p>Set up a system of provision map for disabled children when appropriate.</p> <p>Share information with all agencies involved with each child.</p> | <p>In place October 2016 and ongoing</p> | <p>All staff / Head Teacher / Assistant Head Teacher / SEND Co</p> | <p>All staff are aware of individual's needs.</p> <p>Disabled pupils are supported appropriately to enhance their access to the curriculum.</p> | <p><u>May 2017</u></p> <p>All staff (teaching and non-teaching) are aware of the needs of the pupils on roll.</p> <p>No current disabled pupils on roll, all staff would be made aware and plans would be adapted to support where needed.</p> <p><u>Actions:</u></p> <p>To continue to monitor and adapt as needed.</p> |

| | | | | | |
|---|---|-------------------------|--|--|--|
| <p>All school visits and trips need to be accessible to all pupils.</p> | <p>Ensure venues and means of transport are vetted for suitability prior to trips being arranged.</p> <p>Ensure adjustments are made where needed to ensure all children can access school trips.</p> <p>Develop guidance on making trips accessible.</p> | <p>Ongoing</p> | <p>EVC / SEND Co / All Staff</p> | <p>All pupils are able to access all school trips and take part in a range of activities.</p> | <p>May 2017</p> <p>All school trips are organised to be inclusive for all pupils.</p> <p>Where children haven't attended school based trips it has been at the decision of parents after supportive meetings in school.</p> <p>No current disabled pupils on roll but educational trips would be adapted to support where needed.</p> <p>Actions:</p> <p>To continue to monitor and adapt trips to support the needs of all pupils</p> |
| <p>Review PE curriculum to ensure PE is accessible to all pupils</p> | <p>Review PE curriculum to include disability sports where needed.</p> <p>Review access to PE equipment as needed.</p> <p>Review support and adult training as needed to enable access for disabled pupils</p> | <p>Spring term 2016</p> | <p>Head teacher / Assistant Head Teacher / SLT / SEND Co & PE Co-ordinator</p> | <p>All pupils have access to PE and are able to excel individually.</p> <p>Child's T.A. will be there all the time as needed.</p> <p>Staff appropriately trained to support</p> <p>All disabled pupils can access PE to their fullest potential.</p> | <p>May 2017</p> <p>All PE sessions are organised to be inclusive for all pupils.</p> <p>No current disabled pupils on roll but PE sessions would be adapted to support where needed.</p> <p>Actions:</p> <p>To continue to monitor and adapt PE sessions to support the needs of all pupils</p> |

| | | | | | |
|---|---|--|---|---|---|
| <p>Review curriculum areas and planning to include disability issues</p> | <p>Include specific reference to disability equality in all curriculum reviews and policies</p> | <p>Spring term 2016 and on-going as policies are reviewed</p> | <p>SEND Co & Headteacher / Assistant Head Teacher / Middle Leaders / SLT</p> | <p>Gradual introduction of disability issues into all curriculum areas</p> | <p><u>May 2017</u></p> <p>All aspects of the curriculum are organised to be inclusive for all pupils.</p> <p>No current disabled pupils on roll but the curriculum would be adapted to support where needed.</p> <p><u>Actions:</u></p> <p>To continue to monitor and adapt the curriculum to support the needs of all pupils</p> |
| <p>Ensure disabled children can take part equally in lunchtime and after school activities</p> | <p>Discuss with Out of School Club staff, and people running other clubs after school. Support would have to be available – especially after school.</p> <p>Review training as needed with staff.</p> <p>All staff to make adjustments to clubs and activities to suit the needs of disabled pupils as required.</p> | <p>As required</p> | <p>Head Teacher / Assistant Head Teacher / SLT / SEND Co / All Staff</p> | <p>Disabled children feel able to participate equally in out of school activities.</p> | <p><u>May 2017</u></p> <p>All aspects of lunchtimes are organised to be inclusive for all pupils.</p> <p>No current disabled pupils on roll but lunchtimes would be adapted to support where needed.</p> <p><u>Actions:</u></p> <p>To continue to monitor and adapt lunchtimes to support the needs of all pupils</p> |

| | | | | | |
|--|---|--|---|---|---|
| <p>Develop links with a special school</p> | <p>Work towards Identifying a local school and consider sharing INSET opportunities.</p> <p>To look in to devising a link with Pendle View Primary School or another equivalent Special Education Needs Primary School.</p> | <p>Summer term 2016 and on-going development</p> | <p>SEND Co / Headteacher / Assistant Head Teacher / SLT</p> | <p>Increased understanding of the opportunities available to the children</p> | <p><u>May 2017</u></p> <p>Links with outside agencies have been made.</p> <p>Contact with Hendon Brook is available when needed.</p> <p>Links with support from specialists in local cluster schools have begun.</p> <p><u>Actions:</u></p> <p>To facilitate more links with local schools.</p> <p>To facilitate a link with a local special school for support and training.</p> |
|--|---|--|---|---|---|

Section 3

ACCESS TO INFORMATION

| <u>Targets</u> | <u>Strategies</u> | <u>Timescale</u> | <u>Responsibility</u> | <u>Success Criteria</u> | <u>Review</u> |
|---|--|--|---|--|--|
| <p>To have options available to be able to provide key documents and policies in different formats as needed.</p> <p>To review the need for different languages in signs around school as needed.</p> | <p>To research options / availability to have documents translated in to relevant languages as needed.</p> <p>To research and provide key signs in different languages as needed around school</p> | <p>Summer term 2016 and on-going</p> | <p>Headteacher / SENDCO / Assistant Head Teacher / Bursar</p> | <p>ALL People feel they are welcome in school and information is accessible to all.</p> | <p><u>May 2017</u></p> <p>No current disabled pupils or language barriers on roll but the curriculum would be adapted to support where needed.</p> <p><u>Actions:</u></p> <p>To continue to monitor and adapt policies to support the needs of all as needed.</p> |
| <p>Inclusive discussion of access to information in all parent/teacher annual meetings</p> | <p>Ask parents about preferred formats for accessing information eg braille, other languages.</p> <p>SEND information report to include a video to demonstrate what is available.</p> <p>To have an option for Google Translate on our main webpage to enable visitors to access key information published. This will not apply to downloadable documents.</p> | <p>Annually</p> <p>End of Autumn 2017/18</p> <p>January 2016</p> | <p>SEND Co / Headteacher / Assistant Head Teacher</p> <p>SEND Co / Headteacher / Assistant Head Teacher / ICT Co-ordinator</p> <p>SEND Co / Headteacher / Assistant Head Teacher / ICT Co-ordinator</p> | <p>Staff more aware of preferred methods of communication, and parents feel included.</p> <p>School website will become accessible to all.</p> | <p><u>May 2017</u></p> <p>All aspects of review meetings are organised to be accessible for all.</p> <p><u>Actions:</u></p> <p>To continue to monitor and adapt review meetings to support the needs of all pupils and make sure information is accessible to all as needed.</p> |