

Accessibility Plan (Disability Equality Plan)

2017 - 2020

Introduction

At Beaford Community Primary School we are committed to ensuring we provide an environment, culture and ethos, that enables full access and participation within the school community for all pupils, parents, staff and visitors with a disability, regardless of their physical, sensory, social, spiritual, emotional or cultural needs.

(See Equality Policy, Objectives and Plan)

The definition of disability is

“A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities.”

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

Scope of the Plan

This plan covers all three main strands of the planning duty:

1. Improving the physical environment of the school

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;

2. Increase the extent to which disabled pupils can participate in the school's curriculum

Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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;

3. Improving the delivery of information to pupils & adults with disabilities

Providing information normally provided by the school in writing to its pupils –such as hand-outs, timetables, textbooks, information about the school and school events – be made available in various preferred formats within a reasonable timeframe.

Date Agreed at Governors – June 2017

Review Date – June 2020

Accessibility Priority:*Improving the physical environment of the school***Success Criteria**

- Physical environment continues to fully support the needs all pupils
- Pupils, parents/carers and staff are involved in review and improvements

Action	Resources required	Responsibility	Time frames
Design questionnaire to complete yearly with parents of pupils with disability and the pupil (if appropriate).	SENDCo Leadership time	SENCO & Headteacher	October 17
Refresh yellow paint on steps from main building to playground/FS	£100	Business Manager	December 17
Continue to review emergency evacuation procedures to ensure that these meet the needs of all pupils and create PEEPs as required. (When new children join the school)		Headteacher, SENCO, TAs H& S & SEND governors	Ongoing

Accessibility Priority:*Increasing the extent to which disabled pupils can participate in the school curriculum.***Success Criteria**

- Staff confidently implement actions and advice provided by support agencies
- Access is not a barrier to learning and progress for any pupil
- All pupils are provided with positive images of pupils with disabilities.

Action	Resources required	Responsibility	Time frames
Continue to liaise with support agencies to ensure provision and resources are appropriate and enabling pupils' full access to the curriculum and learning. (Eg, Health visitors, school nurse, EYFS Advisor, Educational Psychologist, visual impaired, occupational therapist)	Agencies support as required	SENDCo Class teachers TAs	In place and ongoing

Allocate specific funding as required to act on provision and resource advice.	Resources required as advised	SENDCo Headteacher Classteacher	Ongoing
Audit provision of books and learning resources to ensure positive images of disabled children.		Literacy Leader SENDCo	July 2018
Continue to provide both regular and responsive training for staff to update and develop knowledge and skills for both common and specific disabilities.	Support agencies as required Funded and unfunded costs (link SIP)	SENDCo Headteacher	Ongoing

Accessibility Priority			
<ul style="list-style-type: none"> <i>Improving the delivery of information to disabled pupils and adults</i> 			
Success Criteria			
<ul style="list-style-type: none"> Pupils are always supported in the classroom with appropriate alternative resources Parents/carers who require information presented in an alternative way receive this and systems are in place to provide this. 			
Action	Resources required	Responsibility	Time frames
Amend yearly data collection form to include a section that gives the opportunity for parents who required alternative formats for communications to share this information.		Business Manager	September 2017 and yearly
Provide, when required, alternative formats of communication for pupils and parents. (Eg. Enlarged text for visual impairment, or visual format for pupils on the autistic spectrum)	TA support for producing alternative formats	Business Manager Headteacher SENDCo	As required
Continue to develop staff awareness	Training as required	SENDCo	As required