



Belmont CE Primary School Accessibility Plan

2016 - 2019

Definition of Disability:

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

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

Introduction

Under the Equality Act 2010, all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that, 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.'

The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The purpose and direction of the school's plan: vision and values

At Belmont CE Primary School, we are committed to giving all of our children every opportunity to achieve the highest of standards and actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. Achievements, attitudes and well-being of all our children matter and as a result, varied life experiences and needs are taken into account. Belmont CE Primary School promotes the individuality of all our children, irrespective of gender, attainment, age, disability, ethnicity, faith or background. Equality of opportunity must be a reality for all of our children.

Belmont CE Primary School is committed to providing an environment that includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The school supports Durham County Council, who is committed to promoting equality and diversity - as an employer, in the services they provide, in partnerships, and in the decisions they make.

Development and publication of this plan

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised annually. Consultation took place between the SENDCo, SLT and Governing Body. At the end of this document, an action plan can be found showing how the school will address priorities.

The plan is made available online on the school website and paper copies from the school office are available on request.

Our complaints procedure should be followed with regards to details in this Accessibility Plan.

Information from pupil data and school audit

We currently have a whole range of pupils of all backgrounds, needs and abilities.

In September 2017, we have children with:

- Learning and cognition needs
- Social and emotional needs
- Fine and gross motor co-ordination needs
- Speech and language needs
- Physical needs
- Visual impairment
- Hearing impairment
- ASD
- Asthma
- Allergies including those needing epipen medication
- Specific medical conditions
- Children with EAL
- Children of different ethnicities
- Children of different faiths

The main priorities in the school's plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary **to fully include them in the life of the school.**

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENDCo has an overview of the needs of pupils with disabilities.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The SENDCo gains valuable input and networking opportunities from termly County meetings.
- Training opportunities are accessed.
- All pupils have access to experiences and opportunities within School.

Our accessibility arrangements for children:

- A one level site in the Rainbow and Dove building.
- Handrail around the exterior of part of the Rainbow Building.
- A disabled toilet with changing facilities in both buildings.
- Modifications specific to children with visual impairment (obstacles highlighted in yellow, flooring differentiated, specialist equipment, textured surface on parts of the Rainbow playground).
- Regular reviews of site assess with specialist from Sensory Support Service and prior to the arrival of a new child.
- Current children with funding for visual impairment have access to specialist teachers for braille, mobility intervention and independent living skills sessions.

- Whole staff training and close liaison with professionals concerning teaching children with visual and hearing impairment.
- Enhanced Mainstream Provision for children with visual impairment.
- Medical care plans drawn up and shared with staff for children with more complex medical conditions.
- Arrangements are made and steps taken to enable all children to access all opportunities in school and educational visits/residential.
- Pieces of equipment where advised implemented eg twiddle toys, wobble cushions, distraction screens etc.
- Appropriate size/height of chairs and tables provided.
- Purchase of specific furniture recommended by an Occupational Therapist.

Our accessibility arrangements for parents and other visitors:

- A one level site.
- Disabled toilets.
- Car park spaces for visitors with disabilities.
- Support for completion of forms offered and assistance given if required.
- Opportunities for parents to meet with professionals e.g. Our School Counsellor, EP or other SEND professionals.
- Feedback following professional assessments is given in written form but also orally.
- Termly opportunities to meet with class teacher about progress and concerns.
- Daily opportunities for close liaison between home and school eg Class teacher dismisses their class, leading children outside to their parents. In some cases, a home-school diary may be used.
- Appointments can be made with the SLT, SENDCo or class teacher through the school office. School endeavours to arrange appointments both with school staff and external professionals at a mutually convenient time.

Date of Plan: Reviewed September 2017

To be annually reviewed. Review due- September 2018

Our action plan is as follows:

Accessibility Plan: April 2016 – July 2019 with annual review

Issue	Action	People/Resources	Timescale	Success Criteria	Monitoring Method: Who? How?
Site safety with easy egress in case of fire	Keypads on 2 doors, magnetic locks on other doors exiting outside the school perimeter fencing, which release in case of fire All staff wear magnetic badges	Head Teacher Caretaker	Summer 2015	Site secure and children safe	All
Improve physical access between buildings	Provide a path between the buildings.	Head Teacher Contractor	Summer 2016	Buildings are more accessible for all staff and children along the Yellow Brick Road	All
Nursery toilets	Were full doors on toilets with a door in.	Head Teacher Contractor	Summer 2016	Replaced with half doors Door into toilets removed	All
Nursery sinks and toilets too high for children	Purchase of appropriate safety steps	Nursery Manager Head Teacher	Summer 2016	Safe use of sinks and toilets by all nursery children.	Head Teacher Nursery Staff
Nursery access from Rainbow Building Hall	High level handle added to door	Head Teacher Caretaker	Summer 2016	Children safe in Nursery Area and staff access via handle	Nursery Staff
Height of tables and chairs available for use in the Nursery and dining area for lunch times.	Purchase appropriate smaller chairs and tables	Head Teacher Nursery Manager	Summer 2016	Appropriate chairs and tables in situ	Head Teacher Nursery Staff

Safe access to Rainbow Building by all staff from the Yellow Brick Road	Key pad added to Reception door in Rainbow Building Second key pad next to Class 7 in Dove Building	Head Teacher Contractor	Summer 2016	Secure access to both buildings	All
Change to access arrangements for toilet and first aid following reorganisation of school and opening of Nursery	Support staff on duty in Reception cloakroom at playtimes and lunchtimes for First Aid and safety	Support Staff	September 2016	Improved supervision into this cloakroom	Head Teacher
Compile comprehensive fire exit plans for children with EHCP	Fire exit plans to be written for 4 children in school.	Head Teacher	September 2017	Written documentation to outline fire procedures for children with EHCP	Head Teacher Caretaker
Improve signage around school including visual signage and braille for children with speech and language difficulties and children with visual impairment	Signage to be developed using widget symbols and braille.	SENDCo and Support Staff VI Resource Base	Summer 2018	Rooms to be better signposted.	Head Teacher Feedback from pupils
Y5/6 toilets may pose difficulties for children with mobility problems if floors become wet.	Refurbishment required needing new floor surface	Head Teacher Contractor	Summer 2018	Y5/6 toilets better accessed by pupils with mobility problems.	All
Incorporation of appropriate colour schemes when refurbishing Y5/6 toilets to benefit pupils with visual impairments.	Seek advice from the L.A. sensory support service on appropriate colour schemes for new toilets in Y5/6.	Advisory Teacher for Visual Impairment Head Teacher SENDCo	Summer 2018	Physical accessibility of the school is increased	Head Teacher Feedback from pupils.

Consider and maintain external steps.	Paint edges of steps or paths and possible trip hazards	Advisory Teacher for Visual Impairment Head Teacher. SENDCo Caretaker	Ongoing	Physical accessibility of the school is increased	Head Teacher Feedback from pupils.
Availability of written material in alternative formats including braille	School makes itself aware of the services available through its LA for converting written information into alternative formats.	L.A. Head Teacher Admin Staff SENDCo	On-going	If needed the school can provide information in alternative formats	Head Teacher Feedback from parents and staff.
Raise staff awareness of disabilities issues.	School to seek advice from experts. Consider needs of specific pupils, both for school and off-site activities.	LA. Health Authority. Disability Rights Commission. All school staff.	On-going	Teachers and LSAs aware of issues. Detailed information and support available and passed on by staff.	Head Teacher. SLT SENDCo. Class Teachers. LSAs. Other non-teaching staff.
	Promote disability equality via <ul style="list-style-type: none"> • Staff meetings. • PSHCE lessons. • Assemblies. • Awareness Days eg Purple Day (Epilepsy), World Down's Syndrome Day. • Celebrating difference. 	Whole staff	On going	Increased whole school awareness of disability issues.	SENDCo All staff.
Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning. Advance visits. Liaison with provider. EVOLVE Form and Risk assessments.	Visit leaders. Educational Visits Co-Ordinator. Head Teacher .	On-going	School trips & residential visits are accessible for all pupils.	Head Teacher School Visits Co-ordinator. Trip leaders. Feedback from pupils

Ensure that after-school clubs and care provision facilities are accessible for all pupils.	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	Leaders of after-school clubs. Breakfast and Tea Club	Ongoing	After-school clubs and care provision is accessible for all pupils.	Head Teacher Feedback from parents and pupils.
Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.	Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas.	All Staff. Subject leaders. Advisors for sensory impairments. Subject advisors.	Ongoing	Curriculum is fully accessible for all pupils.	Head Teacher SLT. SENDCo.