



BLIGH PRIMARY SCHOOL

Accessibility Plan

Policy reviewed by
Policy date
Next review due

Emma Poad
June 2017
June 2018



Bligh Primary School Accessibility Plan

2017-2020

Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how Bligh Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Bligh 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.

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.

Legal Background

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'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Objectives
- Single Equality Policy
- Staff development policy
- Health and Safety Policy

- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan
- Asset Management Plan/ Suitability Survey
- School Brochure/ prospectus and Vision Statement

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school’s website
- Paper copies are available from the front office

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Bligh Primary School will address the priorities identified in the plan. The plan is valid for three years 2017-2020. It is reviewed annually.

Complaints procedures:

Stage 1 – informal discussion with appropriate member of staff and/or Headteacher/Head of School

Stage 2 – formal written complaint to Headteacher/Head of School

Stage 3 – formal written appeal to Chair of Governors

Stage 4 – formal written complaint to the Board of Trustees

Approved by:

Date: October 2017

Next review date: October 2020

Section 2: Aims and objectives

Our aims are to:

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

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Bligh offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils access the curriculum fully.	Training on specific learning needs e.g. SLCN, ASD, ADHD, ODD Training on specific medical needs	Audit of CPD needed Training booked	Class Teacher Inclusions Manager	May 2017 July 2018	List of areas staff need training on. Training delivered to staff. Staff understand specific children's needs.
	Currently Gross Motor Intervention being run by the sports Teaching Assistants.	To offer gross motor interventions for specific children to help them access the PE curriculum and other physical activities.	Team teaching with Inclusions Manager and PE Teacher. consultation with Occupational therapist	Inclusion Manager PE Teacher	July 2017	Established gross motor group with assessment which identifies and shows progress.
	Cognitive behaviour therapy for anger and anxiety being run by Teaching Assistants.	To ensure that all children are can access the curriculum.	Consultation with educational physiologist.	Inclusions Manager	July 2017	Established groups with assessment which identifies and shows progress
Improve and maintain access to the physical environment	Ramps positioned on both KS1 and KS2 building, to aid entrance into the reception areas.	To improve the access into the buildings for all.	School plans to improve access to the nursery provision	SLT Governors	Budget allowing	Improved access to the nursery for people in wheelchairs and double pushchairs.

	<p>Around the school all the steps have yellow warning stripes, inside and out.</p> <p>Handrails are positioned next to the stairs.</p>	<p>To maintain the visibility of yellow lines.</p> <p>To maintain the handrails.</p>	<p>Repaint all yellow lines on steps to help with visibility.</p> <p>Ensure that the handrails are safe.</p>	<p>Site manager</p> <p>Site manager</p>	<p>On going</p> <p>On going</p>	<p>Yellow lines visible.</p> <p>Hand rails are intact.</p>
	<p>Around the school all doors have glass panels so access can be seen.</p>	<p>To maintain the glass to ensure clear visibility.</p>	<p>Ensure clear visibility and access either side of the doors is clear.</p>	<p>Site manager</p>	<p>On going</p>	<p>Glass panels are intact.</p>
	<p>Specific children have specific equipment which have been implemented throughout the year.</p> <p>Ensure a smooth transition occurs in September to new classes and strategies are continued into the new year.</p>	<p>To maintain the regular reviews with class teachers.</p> <p>To ensure that transition meetings are timetabled into the end of the academic year.</p>	<p>Review support and resources to ensure they are still effective.</p>	<p>Inclusions Manager</p> <p>Class Teacher</p>	<p>On going</p>	<p>Pupils are provided with the specific resources to enable them to access curriculum.</p>
<p>Improve the delivery of written information to pupils</p>	<p>Currently all rooms have written signs to illustrate the name of the rooms.</p>	<p>To improve signage around the school, including visual clues to aid visually impaired and EAL pupils.</p>	<p>Use of Braille to inform visually impaired children where the rooms are.</p>	<p>SLT</p> <p>Inclusion Manager</p>	<p>Budget allowing</p>	<p>Braille signs to be used around the school to identify the use of individual rooms.</p>
	<p>Staff are welcoming and happy to invite parents and visitors into school.</p> <p>Members of the senior Leadership Team are always present to communicate with pupils and parents at the beginning and end of every day.</p>	<p>Improve communication further.</p>	<p>Have a school prospectus available in different languages.</p>	<p>SLT</p> <p>Inclusion Manager</p>	<p>2018</p>	<p>Prospectus translated.</p>

	<p>A TV in the main reception area welcomes visitors and parents with interesting events, newsfeed and curriculum updates.</p>					
--	--	--	--	--	--	--

Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The nursey has is a two-story building KS1 is a single-story building KS2 building is a two- story building	To improve the accessibility of the second floor in both the nursery and the KS2 building.	Site Manager Inclusions Manager	Budget allowing
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Ensure that the corridors are tidy and free from obstructions.	Site Manager Inclusions Manager	On-going
Lifts	Currently there is no lift or alternative provision within the nursey of the KS2 building	To improve the accessibility of the second floor in both the nursery and the KS2 building.	Site Manager Inclusions Manager	Budget allowing
Parking bays	There is one disabled parking bay allocated on the KS1 Site. There is a drop curb into the car park.	Ensure that the space is always empty. Repaint the yellow lines around the space to ensure visibility	Site Manager Inclusions Manager	On going
Entrances	KS1 and KS2 sites have ramps to allow for easier access for wheelchairs.	To improve the accessibility into the nursery provision.	Site Manager Inclusions Manager	Budget allowing
Ramps	KS1 and KS2 sites have ramps to allow for easier access for wheelchairs.	Ensure that surfaces are smooth and free from cracks and general wear and tear.	Site Manager Inclusions Manager	On going
Toilets	Disabled toilets located in KS1 and KS2 building.	Ensure that the facilities are fully functional and safe.	Site Manager Inclusions Manager	On going

Shower	Shower located in the KS1 building	Ensure that the facilities are fully functional and safe.	Site Manager Inclusions Manager	On going
Reception area	KS1 and KS2 reception counters are accessible for people in wheelchairs.	Ensure that the areas are clear and fully accessible.	Site Manager Office Staff	On going
Internal signage	All areas throughout the school are clearly labelled with the name of the room. They are positioned at a height for wheelchair users to be able to access.	To reinstate the braille signs to ensure that those with visual impairment can find their way around the school?	Site Manager Inclusions Manager	Budget allowing
Emergency escape routes	Labels clearly displayed throughout the schools and nursery provision.	Continue to ensure signs are maintained	Site Manager Inclusions Manager	On going