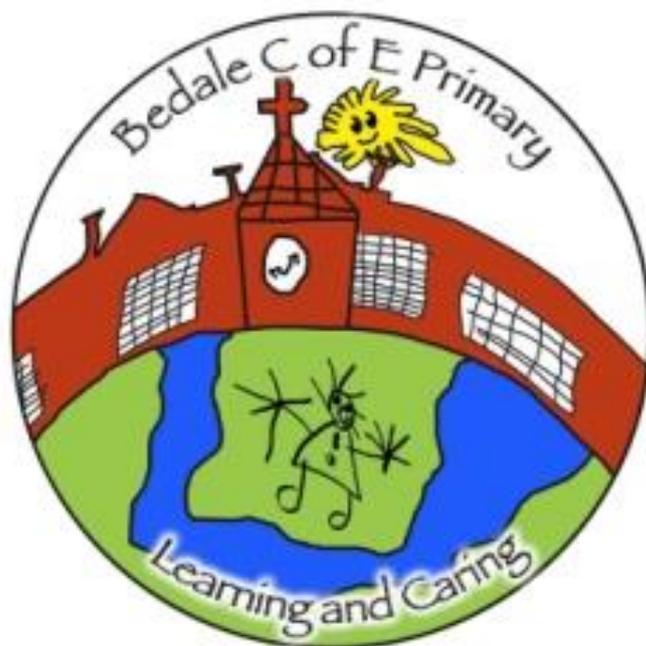


BEDALE CHURCH OF ENGLAND PRIMARY SCHOOL



ACCESSIBILITY PLAN 2018-2021

Date of Agreement: 13th June 2018

Date of Review: June 2021

Responsibility: Behaviour/Health & Safety Committee

Signed:

(Head Teacher) Date: 13/06/18

Signed:

(Chair of Committee) Date: 13/06/18

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1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

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

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Bedale CofE Primary School the Plan will form part of the Premises and Resources section of the School Development Plan and will be monitored by the headteacher and evaluated by the Governors' Behaviour/Health & Safety committee. The current Plan will be appended to this document.

At Bedale CofE Primary School we are committed to working together to provide an inspirational and exciting learning environment where all pupils can develop an enthusiasm for life-long learning. We believe that pupils should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1. The Bedale CofE Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.
2. The Accessibility 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 Local Authority 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.

3. Bedale CofE 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. 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. The Bedale CofE Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains 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 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;
 - 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;
 - Improve 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 timeframe.
5. The Bedale CofE Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6. 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.
7. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Business Continuity and Disaster/Critical Incident Recovery Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy

8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility 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 Accessibility Plan for the ongoing period.
9. 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.
10. The Accessibility Plan will be published on the school website.
11. The Accessibility Plan will be monitored through the Behaviour/Health & Safety Committee
12. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
13. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

2. Aims and Objectives

Our Aims are:

- 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,

Our objectives are detailed in the Action Plan below

3. Current Good Practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of pupils already at the school, we collect information on disability as part of a dialogue with parents.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; there are very few parts of the school to which disabled pupils have limited or no access at the moment.

Curriculum

There are areas of the curriculum to which disabled pupils may have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

4. Access Audit

The school is a one storey building with wide corridors and many access points from outside. KS1 areas are all on the ground floor which wide door access to all rooms and external areas. EYFS do have steps onto the playground, however there is a ramp that can be used as an alternative route. The hall is on the ground floor and is accessible to all.

On-site car parking for staff and visitor includes one dedicated disabled parking bay which was newly marked out Spring 2015. All entrances to the

school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception, this being fully accessible to wheelchair users. There are disabled toilet facilities available, one in the entrance area, one in the Y3/4 corridor and one next door to the Reflection room. This toilet, the reflection room and training room are all accessible via steps, however this is also a lift available if needed. This is maintained and serviced under the school's MASS Scheme. School also has a hygiene room with open shower, and adjustable toilet and hand basin. All these are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

6. Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets/Tasks	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To liaise with Nursery providers to review potential intake for September 2018	To identify pupils who may need additional to or different from provision for September 18 intake	Sept 18/19	HT EYFS Leader	Procedures/equipment/ideas set in place by September 18
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing 18/19	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families	Ongoing throughout 2018/19	HT All Teachers	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with on- going health needs. E.g. pupils with severe asthma, epilepsy, mobility issues, cystic fibrosis	To ensure collaboration between key personnel	Ongoing throughout 2018/19	HT TAs Outside Agencies Admin staff	Clear collaborative working approach

SHORT TERM	Targets/Tasks	Strategies	Timescale	Responsibilities	Success Criteria
	To ensure full access to the curriculum for all pupils	CPD for staff and: <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy • Advisory team accessed 	Ongoing	Teachers SENCO Ed Psych Vision Support Occupational Health Team Physiotherapists	Advice taken and strategies evident in classroom practice. All pupils supported and accessing curriculum Reports kept in pupils individual files

MEDIUM TERM	Targets/Tasks	Strategies	Timescale	Responsibilities	Success Criteria
	To finely review attainment of all SEN pupils	SENCO/Class teacher meetings/pupil progress Regular liaison with parents	Termly	Class Teacher SENCO	Progress made towards targets Provision mapping shows clear steps and progress made
	To monitor attainment of able, gifted and talented pupils	Able and gifted and talented list to be updated Able gifted and talented booster groups/activities Monitor able, gifted and talented list	Ongoing Annually	Able gifted and talented Leader Class teachers	Able, gifted and talented pupils making proportionate progress. Achieving significantly above average results
	To promote the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles when teacher	Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users in using a keyboard 	Ongoing	Whole School approach	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms Ensuring that the needs of all disabled pupils, parents and staff are represented within the school

		<ul style="list-style-type: none"> Regularly assess the training needs of staff so they are able to support pupils effectively Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people 			
	Targets/Tasks	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	To evaluate and review the above short medium term targets annually	See above	Annually	SLT, curriculum co-ordinators, Governors	All pupils making good progress
	To deliver findings to the Governing Body	Behaviour/Health & Safety Governors meetings	Annually Termly SEN Governor/SENCO Meetings	SENCO SLT/SEN Governor	Governors fully informed about SEN provision and progress

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

	Targets/Tasks	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Improve physical environment of school environment	The school will take account of the needs of the pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings	Ongoing	SLT	Enabling needs to be met where possible.
	Ensure visually stimulating environment for all pupils	Colourful, lively displays in classrooms and inviting role play areas	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained
	Ensuring all with a disability are able to be involved	Create access plans for individual disabled pupils as part of their EHCP process Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. Include questions in the confidential information about parents/carers access needs and ensure they are met at all events	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff and admin	Enabling needs to be met where practicably possible
	To ensure that the medical needs of all pupils are met fully within the capability of	To conduct parental meetings, liaise with external agencies where appropriate, identifying any training needs and establish individual	With immediate effect to be constantly	Head Teacher SBM H&S Co-ordinator	

	the school	protocols where needed.	reviewed		
	Ensuring disabled parents have every opportunity to be involved	Utilise disabled parking spaces for disabled to drop off and collect pupils Arrange, if needed, for interpreters to be involved with deaf parents Adopt a more proactive approach to identifying the access requirements of disabled parents	With immediate effect to be constantly reviewed	Whole school team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
	Targets/Tasks	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To improve community links	School to continue to have strong links with other schools in the cluster and the local authority	Ongoing	SLT All Staff	Improved awareness of disabilities/the wider community and the world and their needs Improved community cohesion
	Targets/Tasks	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	Continue to develop playgrounds and facilities	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas
	To ensure driveway, roads, paths around school are as safe as possible	Communication with parents via safety message/letters/newsletters. Bikeability for Year 6 pupils	Ongoing	PSHE Co-ordinator SLT Health & Safety co-ordinator Site Supervisor	No accidents

Aim 3: To improve the delivery of information to disabled pupils and parents

	Targets/Tasks	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Parent with disability	Regular communication with parents Involve professional agencies as required	Ongoing	Class Teacher SLT	Two way communication in place
	To ensure all pupils with a disability have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for pupils	Ongoing	All staff to be aware	Disabled pupils able to access the curriculum
	To enable improved access to written information for pupils, parents and visitors	Raising awareness of font size and page layouts will support pupils with visual impairment. Auditing signage around the school to ensure that it is accessible to all is a valuable exercise	Ongoing	Site supervisor Health & Safety Co-ordinator	Pupils, parents and visitors feel fully informed
	Targets/Tasks	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To review children's records ensuring school's awareness of any disabilities	Information collected about new children Records passed up to each class teacher End of year class teacher meetings Annual reviews EHCP/PEP meetings Medical forms updated annually for all children Personal Health Plans Significant health problems – children's photos and details displayed in staffroom, kitchen, registers and pupil's personal files stored in SBM office	Annually	Class Teachers Outside agencies Admin Staff SENCO SLT	Each teacher/staff member aware of disabilities of children in their classes

	Targets/Tasks	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	<p>In school record system to be reviews and improved where necessary</p> <p>(Records on SIMS/network protected)</p>	Record keeping system to be reviewed	Continual review and improvement	<p>Assessment co-ordinator</p> <p>SLT</p> <p>SBM</p>	Effective communication of information about disabilities throughout school