

School Accessibility Plan

**This accessibility plan is extracted from the School Accessibility Policy (Unique I/D 5-1)
Approved by the Resources Committee on 12th Oct 2018**

Accessibility Plan

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all children with a disability can take full advantage of their education and associated opportunities.

Definition of disability (Equality Act 2010)

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.

Areas of planning responsibilities (Equality Act 2010)

1. Increasing Access for disabled children to the school curriculum. This 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
2. Improving access to the physical environment of the school. This includes improvements to the physical environment of the school and physical aids to access education.
3. Improving the delivery of written information to disabled children, parents and visitors. This will include planning to make written information that is normally provided by the school to its children available to disabled children. The information should take account of children's disabilities and parents preferred formats and be made available within a reasonable time frame.

Area of Planning Responsibility 1

The school provides resources, auxiliary aids and equipment and support to ensure that pupils are fully able to access the curriculum

Pupils with a disability are able to fully participate in out of school visits, after-school clubs and cultural activities
The school also seeks and follows advice on the provision of resources, aids and support, from Local Authority support services, such as specialist teachers, advisors and health professionals

Support staff are deployed according to individual pupils' needs

Training is given to teachers and teaching assistants to teach and support pupils with a disability

Funding is accessed to enable children to participate in after school clubs

Area of Planning Responsibility 2

Over the last four years the Resources Committee (under the former Premises sub-committee) has put in place improved access to the main building and one mobile classroom by replacing steps with a graded pathway and installing handrails. The new classrooms have access via a path and dropped kerbs by the driveway

Three toilets for disabled people have been installed: one in the main building and one in each mobile classroom block.

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Access to the hall from outside has been improved with a ramp to the external door and parking spaces with lowered kerbs for wheelchair access.

Corduroy hazard warning surface at the top and bottom of the outside steps into the playground.

Further improvements to be considered are:

Investment	Estimated Cost
Corduroy hazard warning surface at the top and bottom of each flight of outside steps	£
Replace steps so there are no overhanging nosings	£
Highlight nosings – these are repainted annually on the steps to the playground; include all other outside steps	£
Handrails on inside steps replace with rounded handhold + lower one for younger children	£
Handrails on outside steps replace with rounded handhold	£
Provide hard surface path onto field for wheelchair users, investigate gate access further along Cockhaven Close	£

Other improvements as suggested in the Disability Access Report, March 2009, could only be done if we needed to provide access for a physically disabled child who had to use a wheelchair (i.e. lifts between the classrooms and the library/hall floor; widening doorways for wheelchair access and a ramp to the studio). In this case we anticipate that funding would come from Devon County Councils access budget and not from the school budget.

Area of Planning Responsibility 3

All information for parents is provided by email, texts, phone apps, phone calls as necessary

Teachers would provide information in a format suitable for each child.