

Bewick Bridge Primary School

Accessibility plan



Approved by: Governing Body

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Next review due by: Spring 2022

Contents

1.	Aims	2
2.	Legislation and guidance	3
3.	Action plan	3
4.	Monitoring arrangements	4
5.	Links with other policies	4
	Appendix 1: Accessibility audit	5

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

At Bewick Bridge we are committed to meeting the educational needs of all our pupils and place emphasis on raising the achievement of all children. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including Governors, parents, staff and children.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Strategies	Outcomes	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Ensure all stakeholders are consulted on a regular and timely basis	Annual questionnaire for pupils with SEND Newsletter and website used for communication Regular SEND review meetings Yearly EHCP Reviews Parents’ Forum engagement to discuss policy and practice Regular coffee mornings and drop ins with Speech and Language	Provide appropriate forums for families to engage in improving school practice	Invite named parents to support development of policy and practice	SENDCO	Ongoing Questionnaires - Summer term each year	Positive improvements to school practice and policy development Parent & voice of child heard

	Therapist, SENDCO and EI Family Worker					
Increase access to the curriculum for pupils with a disability	<p>To offer a differentiated curriculum for all pupils. To make the curriculum accessible for all students.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>To use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>The curriculum is reviewed to ensure it meets the needs of all.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	All children are able to learn and make progress regardless of their needs or disabilities	<p>SENDCO to ensure pupils with SEND continue to make good progress.</p> <p>Regular meetings with teachers and SENDCO to discuss pupils with SEND</p> <p>SLT ensure progress of all children is tracked at least once a term</p> <p>Use other professionals for further advice and support when required - SLT/SENDCO to oversee</p> <p>Ensure curriculum is regularly reviewed and updated to ensure it meets all needs. SLT and Leadership team with subject leaders.</p>	SENDCO/SLT	Ongoing	Curriculum remains relevant and accessible for all pupils.

Improve and maintain access to the physical environment	All stairs to be high scored	All areas around the school are well signed, safe and easily accessible for all users	Site Manager to action this	Site Manager and SENDCO	Spring Term (2019) Checked termly	Stairs safe for all visually impaired users
Improve and maintain access to the physical environment	All areas in around classrooms in older building to be cleared especially near Little Cherries Nursery	Clear, safe corridors with easy access.	To be actioned as part of the new building work	Headteacher and building team	By end of building project.	Access around school building improved.
Improve and maintain access to the physical environment	Improve external steps from Reception classroom to ensure easily accessible for all users.	Ramp installed instead of steps	To be actioned as part of the new building work	Headteacher and building team	By end of building project.	Access around school building improved
Improve and maintain access to the physical environment	Ensure lift is well sign posted and easily accessible Ensure website shows clearly a lift is available Update disabled sign in car park	signage around school is clear for all users	Office to add new signs to entrance area	Office staff and SENDCO	Summer term (2019)	Access around school building improved

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<p>2 storey area with classrooms on both floors. KS2 are upstairs. Two main staircases to access upper area and a lift</p> <p>High score strips on one staircase for contrast for visual impaired child</p>	<p>Emergency chair at the top of each stair case Need to confirm staff trained to operate chairs if needed. Confirm maintenance arrangements</p> <p>2nd staircase to have high score strips and check existing strips are in good order</p>	<p>SBM</p> <p>SO</p>	<p>28.02.2019</p> <p>during half-term</p>
Corridor access	<p>Wide corridors in new part of school easily accessible by wheelchair users and crutches</p> <p>Non-slip floor covering</p>	<p>Regular reminders required to staff to ensure access is clear and not overtaken by intervention areas (tables and chairs and displays)</p>	SLT	Ongoing
Corridor access	<p>Old part of school</p> <p>Access to 'spare classrooms' could be impacted by the amount of storage space used by nursery</p>	<p>Nursery advised that the space cannot be used post building works – children not currently accessing the classrooms on a regular basis.</p>	Headteacher	Post building worker or sooner if required
Lifts	<p>School has an easily accessible lift</p>	<p>Not used in an emergency, key remains in office or signed out to adult if needed for accessibility</p> <p>Provide signage for parents/visitors to show upstairs is accessible by lift (including website)</p>	<p>All staff</p> <p>Office</p>	<p>Immediate</p> <p>5.02.2019</p>

Parking bays	The school has two disabled parking bay	When the car park is busy the disabled sign is being ignored – recommend repainting to make it clearer	SO	Spring Holiday
Entrances	The Reception entrance has double doors which could be difficult to navigate independently if a pupil/visitor has limited mobility	Door access being addressed as part of school refurbishment project (March 19-20) Assistance can be provided to open double doors	Headteacher All adults	March 2020
Access around perimeter of school	Concrete path to all downstairs classrooms No steps to be negotiated Suitable for wheelchairs/limited mobility	No action required		
Ramps	External steps from Reception classroom may cause difficulty with exit and entry	Being addressed as part of school refurbishment project (March 19-20)	Headteacher	March 2020
Toilets	The school has 2 disabled toilets on the ground and 1 on first floor fitted with a handrail and a pull emergency cord. All accessible (including community wing)	No action required		
Reception area	Large reception area (entrance doors noted above)	Consider introducing an induction loop for hearing impaired visitors and pupils Office staff to be aware of barrier between hatch and visitors and to go out to reception if this would be of benefit	Headteacher Office	review annually Ongoing
First Aid Facilities	Access to the first aid room is limited	Alternative arrangements can be made to use shower room for privacy and access	First Aiders	Ongoing
Internal signage	The school has internal emergency signage and escape routes are clearly marked.	Additional signage for lift as described above	Office	5/2/19

Emergency escape routes	Side door access to outside area is heavy and may be hard to open – not suitable for individuals with limited mobility	The school has a number of other suitable exit points Review signage for fire exits and fire plans include fire drills with additional hazards including barriers to exits and pupils outside of classrooms eg lunch time or assembly	SLT	half-term
Noise	Children with hearing aids/ impairment struggle with the noise in the hall	Consider sound suppressing panels in relevant communal areas eg dining room	SLT	When budget allows
Fire Alarm Sound	Possible impact on named pupils to be identified	During fire drills children are warned based on need and ensure they are not close to fire alarm Teachers have strategies for supporting named pupils in the event of the fire alarm being sounded without warning	SLT	half - termly fire drills
Effective Communication & Engagement with Parents for children with SEND	Parents are always welcome to meet with the SENCO or Headteacher to discuss any child's needs. Parents will be given a copy of a child's risk management plan, SEND support plan or health plan so they can be fully involved in any decisions regarding the care and support of their child. Parents will be encouraged to review any plans regularly to ensure they remain relevant and up to date. This would involve a meeting every term with the child's teacher and /or SENCO or member of the SLT.	Annual questionnaire for families with children with SEND to ensure communication is effective and to seek recommendations for improvements	SENCO	Annual
Staff training to ensure access to the curriculum for all pupils	All staff receive regular professional development delivered by a range of professionals or by the SLT. Learning walks and classroom observations by SLT and SENCO will regularly include checks to ensure the curriculum is delivered well and	Reviewed half termly as part of Pupil Progress Meetings to determine changes in need and annual review of EHCPs	SLT	Ongoing

	differentiated in such a way that all learners can participate. Staff will receive individual support by the appropriate team of professionals when necessary.			
Adaptations to the curriculum to meet the needs of individual learners	Teachers and TAs meet regularly with the SENCO to discuss individual children's needs. SENCO would then support and advise on ways the curriculum can be adapted or differentiated to suit all learners. This could be providing 1-1 support from an adult or providing a scaffold such as a word mat, task breakdown sheet or other visual support. Adaptations can include allowing different forms of recording such using ICT or a teacher scribe, Where necessary further guidance can be sought from other professionals - eg SEND services, OT, visual impairment team and hearing impaired team.	SENDCO/ SLT to ensure good practice continues in classrooms through drop ins, observations and work scrutiny	All teaching and support staff with support from SENDCO	Ongoing
Effective use of resources and specialised equipment to ensure access to the curriculum for all pupils	Where children require more specialised resources and equipment to ensure access to the curriculum the SENCO and SLT will work closely with all necessary professionals such as OT, hearing and visual impaired team or the school nurse. This may include having medical equipment on site, using braille or adapted photocopiers or using radio microphones. The SENCO/SLT will be responsible for ensuring all necessary members of the school staff concerned receive the appropriate training.	SENDCO to continue to work with outside agencies and professionals to ensure all pupil's needs are met in school.	All teaching and support staff with support from SENDCO	Ongoing
All out of school activities and after school clubs are planned to ensure	SENCO/SLT will be available to discuss with parents any reasonable changes or adaptations to an after school activity or club in order that their child can take part. This	SENDCO / SLT/ teachers to monitor regularly.	All teaching and support staff with support from SENDCO	Ongoing

<p>reasonable adjustments are made to enable the participation of the whole range of pupils</p>	<p>may involve providing some 1-1 adult support where the budget permits, removing any physical barriers or adapting how the activities are planned and delivered. School will endeavour to plan a range of clubs that will suit a range of learners and their needs. Any school trip will be carefully planned and risk assessed. As part of this assessment teachers will make all necessary adjustments so whenever possible all pupils can participate if it is safe and sensible to do so.</p>			
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