Broadheath Primary School Accessibility

Policy and Plan

*This Accessibility Policy and Plan is drawn up in compliance with current legislation and*

*requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.*

*School Governors are accountable for ensuring the implementation, review and reporting on*

*progress of the Accessibility Plan over a prescribed period.*

1. We are committed to providing an accessible environment which 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 challenging negative attitudes

about disability and accessibility and to developing a culture of awareness, tolerance and

inclusion.

2. The School recognises its duty under the 2010 Equality Act.

3. The Policy reflects our School's SEND, Health & Safety and Behaviour Policies.

4. Broadheath Primary School plans, over time, to ensure the accessibility of provision for all pupils,staff and visitors to the school.

5. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

6. The Accessibility Plan will contain relevant actions to:

• Improve access to the physical environment of the school, adding specialist facilities

as necessary. This covers reasonable adjustments to the physical environment of the

school and physical aids to access education.

• Increase access to the curriculum for pupils with a disability, expanding and making

reasonable adjustments to the curriculum as necessary to ensure that pupils with a

disability are as equally prepared for life as are the able-bodied pupils. (If the school

fails to do this, it is in breach of the Disability Discrimination Act (DDA). This covers

teaching and learning and the wider curriculum of the school such as participation in

after-school clubs, leisure and cultural activities or school visits. It also covers the

provision of specialist aids and equipment, which may assist these pupils in

accessing the curriculum.

• Improve and make reasonable adjustments to 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 time frame.

7. The Action Plan for physical accessibility is determined by the Access Audit of the School, which will be undertaken during the termly Health & Safety walkabouts.

8. The Action Plans for Curriculum Access and Delivery of Written Information is determined by the SENCO, and reviewed by, the Health and Safety Curriculum Committee.

9. It may not be feasible to undertake some of the works during the life of this

Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit checklist will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

12. Information about our Accessibility Plan will be published in the Governors’ Annual

Report to Parents (statutory).

13. The Plan will be regularly monitored through the Health and Safety Committee of the Governors.

15. We acknowledge that there is a need for on-going awareness raising and training for

staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

**School Accessibility Plan 2016-2019**

**Improving the Physical Access**

This element of the Access Plan covers all areas of the physical environment such as

external areas, the building and fixtures and fittings.

The purpose is to increase site access to meet the diverse needs of pupils, staff, parents and community users.

The school will take account of the needs of children and other users with physical

difficulties and sensory impairments when planning and making further improvements and refurbishments of the premises.

An Access Audit will be conducted termly by Governors, as part of the Health & Safety

Walkabout.

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| **Priority** | **Strategy/Action** | **Responsibility** | **Timescale** | **Resources** |
| Improvementsto help visuallyimpairedpeople. | improved signage ofevacuation procedures,internet safety, fire drilletc, signage of roomfunctions• appropriate use of colourschemes forinternal/externaldecoration to benefitpupils with visualimpairments andredecorate as necessary• external steps highlightedin non-slip paint• ensure blinds in allclassrooms are effective• ensure door handlescontrast in colour to mainbody of door | SLT andSENcoCaretaker | Ongoing | Cost of signsCost ofredecoration builtinto maintenancebudget. |
| Uneven areas inplaygrounds | Repaint/paint white linesto mark level transitions | Playgroundmarkingcompany | As required | Cost of project |
| Accessible playequipment | identify accessible playequipment• provide specialist playequipment to enabledisabled children to enjoyplay which would normallybe inaccessible to them | SLT & SENcoFinancecommittee | As requiredas part ofrollingprogrammeofimprovements | Cost of equipmentAnd cost ofinstallation |
| Access intoschool andreception to befully compliant | maintenance of automaticdoors to main entrance• clear route through schoolfor disabled people,allowing access to allareas.• provide access plan ofbuilding in reception area• cones to indicate facilitiesfor disabled parking ifrequired. | CaretakerH&SCommitteeHTSLT | On goingReviewedtermlyAs required | Adaptations madeas required |
| Lighting | Outdoor lighting for juniorplayground• Outdoor lighting for carpark | H&SGovernorsSLT | As part ofrollingprogrammeofimprovement | Cost of lightingCost of installation |
| DisabledToilets | Maintain wheelchairaccessible toilet. | SLTSENcoH&SCommittee | SummerTerm 2016H&S Walk | As required |
| Maintain safeaccess aroundthe exterior ofthe school | Ensure that pathways arekept clear of vegetation | Caretaker | On going |  |

**School Accessibility Plan 2016-2019**

**Improving the Curriculum Access**

This element of the plan ensures that the school provides all children with a broad and

balanced curriculum, differentiated and adjusted to meet the needs of individual children by

endorsing the key principles in the National Curriculum Framework.

A regular review of the plan will be carried out by the Standards and Curriculum

Committee.

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| **Priority** | **Strategy/Action** | **Responsibility** | **Timescale** | **Resources** |
| Create effectivelearningenvironments forall. | • It is the class teachers’responsibility to updatethe learning environmentto meet individual pupils’needs to access the fullcurriculum, with theadvice of the SENCO andoutside agencies asrequired. | SLTHT | Reviewedannually | Cost of CPD |
| Audit of pupilneeds, includingappropriate useof specialisedequipment tobenefit individualpupils. | Review the specificneeds of pupils livingwith a disability, in termsof basic daily livingskills, relationships andfuture aspirations.• Teachers to be awareof, and respond to, therelevant issues withadvice.• Use of otherprofessional partnersmade available wherenecessary• Ensure Pupil Passports,are kept in one place inthe classroom as a pointof reference for all staff(in particular staff new tothe school). | All staff | Reviewedand updatedtermly or asrequired |  |
| Classrooms areorganised topromote theparticipation andindependence ofall pupils | SENCO to distribute alist of inclusive practiceguidelines to all schoolstaff. | SENCO | ReviewedTermly |  |
| Review PersonalEmergency andEvacuationPlans (PEEPS) | Ensure all staff areaware of pupils whorequire a PEEP.• Be aware of the needsof children with sensoryissues. Reduce anxietyby providing eardefenders to thosechildren with ASD asrequired during fire drill.Class teachers toensure that children whoexpress a preference forear defenders, et regularpractice so they arefamiliar with theequipment. | SENCO | ReviewedTermly | Cost of eardefenders |
| Ensure ICTappropriate forpupils withdisabilities | Review accessibility ofICT (including notepadsand whiteboards), usingspecialist expertise.• Prioritise new softwareto purchase• Train TAs and Adminstaff on use ofCommunicate in Print. | SLT | Reviewedtermly withadvice fromexternalagencies | Cost of softwareand hardware asrequired. SENCOto apply to theHigh NeedsFunding block. |
| All out-of-schoolactivities areplanned toensure, wherereasonable, theparticipation ofthe whole rangeof pupils | Review all out-of-schoolprovision to ensurecompliance withlegislation and identifyany barriers• Ensure school activitiesare accessible to allchildren• Investigate TA flexibilityto cover extracurricularactivities if needed.• Training needed on riskassessments for tripsand extracurricularactivities. | HTEVCo | Reviewedtermly | Contingencybudget for TAcover forextracurricularactivities ifneeded. |
| Ensure allpolicies considerthe implicationsof DisabilityAccess | Analyse the impact ofBehaviour Policy,School Rules, Anti-Bullying Policy,Educational Visits,Homework, Healthprovision in relation topupils with disabilities. | SLT andSENco | ReviewBehaviourPolicy annually |  |

**School Accessibility Plan 2016-2019**

**Improving the Delivery of Written Information**

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| **Priority** | **Strategy/Action** | **Responsibility** | **Timescale** | **Resources** |
| Availability ofwritten material(schoolbrochures,newsletters andother informationfor parents) inalternativeformats whenspecificallyrequested. | All material published to beavailable on line. Thereforeusers need to notify schoolif they need assistancewith making it furtheraccessible.Termly notice onnewsletter offering adviceon how to enlarge on-line. | Office/SLT | On line |  |
| Reviewdocumentation witha view to ensuringaccessibility forpupils with visualimpairment | Get advice onalternative formats anduse of IT software toproduce customisedmaterials.• Use of Communicate inPrint.• Homework informationavailable asinformation sheets inalternative formats asappropriate• Review communicationbetween school andhome in relation topupils with disabilities | Office/SLTVisualimpairmentteam | Reviewtermly |  |
| Raise theawareness ofadults working atand for the schoolon the importanceof goodcommunicationssystems. | • Staff and governors toattend appropriatetraining courses | SLT | Reviewtermly | Cost of CPD |