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** |
| Improvements  to help visually  impaired  people. | improved signage of  evacuation procedures,  internet safety, fire drill  etc, signage of room  functions  • appropriate use of colour  schemes for  internal/external  decoration to benefit  pupils with visual  impairments and  redecorate as necessary  • external steps highlighted  in non-slip paint  • ensure blinds in all  classrooms are effective  • ensure door handles  contrast in colour to main  body of door | SLT and  SENco  Caretaker | Ongoing | Cost of signs  Cost of  redecoration built  into maintenance  budget. |
| Uneven areas in  playgrounds | Repaint/paint white lines  to mark level transitions | Playground  marking  company | As required | Cost of project |
| Accessible play  equipment | identify accessible play  equipment  • provide specialist play  equipment to enable  disabled children to enjoy  play which would normally  be inaccessible to them | SLT & SENco  Finance  committee | As required  as part of  rolling  programme  of  improvement  s | Cost of equipment  And cost of  installation |
| Access into  school and  reception to be  fully compliant | maintenance of automatic  doors to main entrance  • clear route through school  for disabled people,  allowing access to all  areas.  • provide access plan ofbuilding in reception area  • cones to indicate facilities  for disabled parking if  required. | Caretaker  H&S  Committee  HT  SLT | On going  Reviewed  termly  As required | Adaptations made  as required |
| Lighting | Outdoor lighting for junior  playground  • Outdoor lighting for car  park | H&S  Governors  SLT | As part of  rolling  programme  of  improvement | Cost of lighting  Cost of installation |
| Disabled  Toilets | Maintain wheelchair  accessible toilet. | SLT  SENco  H&S  Committee | Summer  Term 2016  H&S Walk | As required |
| Maintain safe  access around  the exterior of  the school | Ensure that pathways are  kept 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 effective  learning  environments for  all. | • It is the class teachers’  responsibility to update  the learning environment  to meet individual pupils’  needs to access the full  curriculum, with the  advice of the SENCO and  outside agencies as  required. | SLT  HT | Reviewed  annually | Cost of CPD |
| Audit of pupil  needs, including  appropriate use  of specialised  equipment to  benefit individual  pupils. | Review the specific  needs of pupils living  with a disability, in terms  of basic daily living  skills, relationships and  future aspirations.  • Teachers to be aware  of, and respond to, the  relevant issues with  advice.  • Use of other  professional partners  made available where  necessary  • Ensure Pupil Passports,  are kept in one place in  the classroom as a point  of reference for all staff  (in particular staff new to  the school). | All staff | Reviewed  and updated  termly or as  required |  |
| Classrooms are  organised to  promote the  participation and  independence of  all pupils | SENCO to distribute a  list of inclusive practice  guidelines to all school  staff. | SENCO | Reviewed  Termly |  |
| Review Personal  Emergency and  Evacuation  Plans (PEEPS) | Ensure all staff are  aware of pupils who  require a PEEP.  • Be aware of the needs  of children with sensory  issues. Reduce anxiety  by providing eardefenders to those  children with ASD as  required during fire drill.  Class teachers to  ensure that children who  express a preference for  ear defenders, et regular  practice so they are  familiar with the  equipment. | SENCO | Reviewed  Termly | Cost of ear  defenders |
| Ensure ICT  appropriate for  pupils with  disabilities | Review accessibility of  ICT (including notepads  and whiteboards), using  specialist expertise.  • Prioritise new software  to purchase  • Train TAs and Admin  staff on use of  Communicate in Print. | SLT | Reviewed  termly with  advice from  external  agencies | Cost of software  and hardware as  required. SENCO  to apply to the  High Needs  Funding block. |
| All out-of-school  activities are  planned to  ensure, where  reasonable, the  participation of  the whole range  of pupils | Review all out-of-school  provision to ensure  compliance with  legislation and identify  any barriers  • Ensure school activities  are accessible to all  children  • Investigate TA flexibility  to cover extracurricular  activities if needed.  • Training needed on risk  assessments for trips  and extracurricular  activities. | HT  EVCo | Reviewed  termly | Contingency  budget for TA  cover for  extracurricular  activities if  needed. |
| Ensure all  policies consider  the implications  of Disability  Access | Analyse the impact of  Behaviour Policy,  School Rules, Anti-  Bullying Policy,  Educational Visits,  Homework, Health  provision in relation to  pupils with disabilities. | SLT and  SENco | Review  Behaviour  Policy annually |  |

**School Accessibility Plan 2016-2019**

**Improving the Delivery of Written Information**

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| **Priority** | **Strategy/Action** | **Responsibility** | **Timescale** | **Resources** |
| Availability of  written material  (school  brochures,  newsletters and  other information  for parents) in  alternative  formats when  specifically  requested. | All material published to be  available on line. Therefore  users need to notify school  if they need assistance  with making it further  accessible.  Termly notice on  newsletter offering advice  on how to enlarge on-line. | Office/SLT | On line |  |
| Review  documentation with  a view to ensuring  accessibility for  pupils with visual  impairment | Get advice on  alternative formats and  use of IT software to  produce customised  materials.  • Use of Communicate in  Print.  • Homework information  available as  information sheets in  alternative formats as  appropriate  • Review communication  between school and  home in relation to  pupils with disabilities | Office/SLT  Visual  impairment  team | Review  termly |  |
| Raise the  awareness of  adults working at  and for the school  on the importance  of good  communications  systems. | • Staff and governors to  attend appropriate  training courses | SLT | Review  termly | Cost of CPD |