



# Bayards Hill Primary School

## Accessibility Plan

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	Date
Discussed at staff meeting	
Discussed at curriculum committee	
Full governing body	

**Responsibility of:** Curriculum Committee

**Next Review Date:** September 2020

## Introduction

This plan and the accompanying action plan set out how the governing body will promote equality of opportunity for disabled people to ensure pupils enjoy and access a balanced, rigorous and inclusive curriculum. The equality duty (Equality Act 2010) extends to all those with protected characteristics. This makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- Gender
- Race
- Disability or ability
- Religion, belief or culture
- Social background

The Equality Act 2010 says that a pupil has a disability if they have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities. Physical or mental impairment can include sensory impairments such as those affecting sight or hearing. The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility;
- Manual dexterity;
- Physical co-ordination;
- Continence;
- Ability to lift, carry or otherwise move everyday objects;
- Speech, hearing or eyesight;
- Memory or ability to concentrate, learn or understand;
- Perception of risk of physical danger.

## Statutory Responsibility

The Equality Act 2010 and Equality Duty 2011 placed responsibilities upon schools to remove discrimination against pupils with disability. It requires schools to make 'reasonable adjustments' to their policies, procedures and practices to accommodate pupils with disability more fully in school life.

The responsibility for the Accessibility Plan lies with the Governing Board and Head Teacher. It is a requirement that the school's Accessibility Plan is resourced, implemented, and reviewed and revised as necessary. Appendix 1 contains the school's action plans showing how the school will address the priorities identified in the plan.

## Purpose

The action plan shows how governors and staff intend to increase the accessibility of the school for all disabled pupils, staff, parents and visitors.

## School context

Bayards Hill Primary School is a two form entry, mainstream school for pupils from the age of 3 years to 11 years old. The school comprises of one large building that had extensive building work and refurbishment; completed in September 2015. There is accessible access into the building and all classrooms (a lift is provided to access the second-floor classrooms). There are 3 accessible toilets within the school building and ramps are built into the areas of school that require a change in level. Fire alarms and emergency release buttons are fitted at wheelchair height and security doors can be opened remotely for parents and visitors entering and leaving the school.

## School characteristics

The number of pupils known to be eligible for Free School Meals (FSM) is higher than the national average.

Attendance is broadly in line with national average.

The level on entry varies with each cohort, but of recent years there have been more pupils entering below the age-related expectations and with communication and interaction needs.

The number of pupils on the SEND register is slightly higher than the national average.

## Aims and objectives

The school aims are to:

- improve and maintain access to the physical environment
- increase access to the curriculum for pupils with a disability
- improve the delivery of written information to pupils

The objectives are detailed in the action plan below. However, this accessibility plan is not a standalone document but should be considered alongside other school policies and documents, including the SEND Policy, SEND Report, Local Offer and Safeguarding Policy.

The school aims to ask about medical and special educational needs, as well as any concerns parents may have in early communication with new parents and carers. For parents and carers of pupils already at the school, we collect information on disability on a regular basis through discussions with parents and outside agencies.

**Appendix 1**

**Objective 1: to improve and maintain access to the physical environment**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
To be aware of the access needs of disabled pupils, staff, governors and parents/ carers	To create access plans for individual disabled pupils as part of the EHC Plan process, as necessary	As required	SENCo / class teacher	EHCP's are in place for disabled pupils and all staff are aware of pupils' needs, including external providers.
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school	Ongoing	SEND training is built into the annual staff meeting agendas for training and support.	Society will benefit by a more inclusive school and social environment
Ensure everyone has access to main entrance and other areas of the school	Ensure that nothing is preventing wheelchair access  Ensure there is provision of appropriate seating	Daily check to ensure the area is clear of obstructions  Seating in place	Site team / H& S committee Headteacher	Disabled parents / carers / visitors feel welcome.  Visitors can sit down if waiting. People can move around the school with ease.
Ensure all disabled people can be safely evacuated	Put in place Personal Emergency Evacuation plans (PEEP) for all pupils with difficulties	As required	SENCo Headteacher to remind staff	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled

	<p>Develop a system to ensure all staff are aware of their responsibilities and key information for pupils with SEND</p> <p>Ensure lift and other evacuation equipment is checked and tested</p>	<p>Ongoing</p> <p>Daily</p>	<p>Site team</p>	<p>pupils who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily.</p>
<p>Ensure there are enough fire exits around school that are suitable for people with a disability</p>	<p>Ensure staff are aware of need to keep fire exits clear.</p>	<p>Daily</p>	<p>Site team All staff / Headteacher</p>	<p>All disabled personnel and pupils have safe independent exits from school</p>
<p>Ensure appropriate equipment/resources are provided in the classroom (provide hearing loops for pupils with a hearing impairment)</p>	<p>Seek support from the teacher of the deaf (Hearing Impairment team) about the appropriate equipment</p>	<p>Termly</p>	<p>SENCo / class teacher</p>	<p>Teachers follow recommendations from termly reports, which allow pupils to engage with the curriculum.</p>
<p>Maintain safe access for visually impaired people</p>	<p>Check exterior lightening is working and pathways/doors into the school are always clear</p>	<p>Ongoing</p>	<p>Site team</p>	<p>Visually impaired people feel safe in school grounds.</p>

**Objective 2: to increase access to the curriculum for pupils with a disability**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access  Assign CPD for aspects of disability, differentiation and assessment	Termly and as required	SENCo / Senior leaders Middle leaders (including subject leads)	Raised staff confidence in strategies for differentiation and increased pupil participation. New data management system used effectively by teaching staff.
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	SENCo / Headteacher	Raised confidence of all teaching staff.
Ensure all staff (teaching & nonteaching) are aware of disabled pupils' curriculum access	Set up a system of IAP's for disabled pupils when appropriate.  Share information with all agencies involved with each pupil	Ongoing	SENCo	All staff are aware of individual's needs.
All school visits and trips need to be accessible to all pupils	Develop guidance for staff making trips accessible  Ensure venues and means of transport are vetted for suitability.	Ongoing	Educational Visits Coordinator	All pupils in school able to access all educational visits and take part in a range of activities

PE curriculum to ensure PE is accessible to all pupils	PE curriculum to include disability sports	As required	SENCo & PE Coordinator	All pupils have access to PE and are able to excel (this may include additional support from a TA).
Ensure disabled pupils can take part equally in lunchtime and after school activities	Discuss with Out of school Club staff, and people running other clubs after school	As required	SENCo	Disabled pupils feel able to participate equally in out of school activities.
Ensure the work from the project with special school continues	Continue to use Pupil Clinics to discuss and plan for the needs of pupils with a disability	As required	SENCo & phase leaders	Strategies and plans for pupils are understood by the staff working directly with them.

**Objective 3: to improve the delivery of written information to pupils**

Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information	Annually	SENCo / Headteacher	Staff more aware of preferred methods of communication, and parents feel included.
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	As required	Office manager	Delivery of school information to parents and the local community improved
Review documentation to ensure pupils with visual impairment can access it accordingly	Seek advice from SENSS Visual Impairment Team on	As required	SENCo	Pupils with a visual impairment access resources and

	alternative formats and customised materials.			curriculum content in a personalised way.
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