

Blagdon Primary School



Accessibility Plan

Policy

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| Reviewed by | SENCO | 21.11.2022 |
| Approved by | Local Governing Body (LGB) | 21.11.2022 |
| Next Review: | | November 2023 |

Blagdon Primary School

Accessibility Plan Policy

This policy should be read in conjunction with the School's SEND Policy and is a statutory requirement. This Accessibility 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 of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

The purpose of this plan is to make clear Blagdon Primary School's position on improving accessibility for disabled pupils and staff and to outline the school's responsibilities in meeting the requirements around accessibility of the curriculum, the physical environment and information for the disabled. The Plan shows how access is to be improved for disabled pupils, staff and visitors to the school, anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable time frame;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable time frame;
- Improve 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.

Definition of Disability

According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

School Values

Explore, Excite, Excel.

Blagdon Primary School aspires to be a warm, friendly school with a family-feel that is valued. We know our children extremely well and treat them with respect, as unique individuals and provide our children with a caring and nurturing environment. The school motto of 'Be the best you can be' makes clear our commitment to developing every individual to be their very best.

Towards this we strive to be a school where:

- Our children feel safe, are enthusiastic, secure and confident. They enjoy their learning and are successful in it. We nurture their uniqueness and respond to their diverse needs. We enable them to succeed and make a meaningful contribution to the world.
- Our staff team enjoys working with children and together. We support and challenge each other to be the best we can be. We are committed to achieving outstanding provision for all.
- Our leadership is strong and shared, leads by example, enables and motivates, and constantly strives to ensure excellence in all we do.
- Our curriculum is stimulating, broad, creative and relevant, focused on the whole child, so that it prepares and equips children for the future
- Our learning environment, both indoor and outdoor, is exciting, encourages all to participate, celebrates learning and is well maintained and safe.
- We nurture relationships that are based on trust and respect, and value everyone's contribution. We actively seek to work in partnership with parents and carers.
- We create learning opportunities that inspire, encourage and support children. We help them to develop skills to reflect on their learning and gain confidence to take risks so that they achieve high standards throughout the school.
- We continue to build on a heritage earned from serving Blagdon village; innovating practice and confidently sharing this knowledge with others around us. We actively support and learn from other schools.

Links to other documentations and policies:

This document should be read in conjunction with the following: SEND Policy, health and safety policy, and curriculum policies. Training needs and resources for all school staff can be identified in the following ways:

- Audit of staff expertise and training needs
- Recognising specific needs for individual pupils and how staff can be trained to support that child/group of children
- Elements of the school improvement/development plan to be addressed through training Resources are purchased as and when they are required and/or recommended from professionals working with pupils. Supporting Partnerships - We will work closely with parents to ensure that the plan is implemented effectively. The following agencies will be used to support the plan, amongst others: [educational psychologists, health care professions, advisory teachers]

Complaints Procedures

Positive home school relationships often mean that concerns and complaints can usually be dealt with between parents, carers and school staff. However, when a more formal complaint is made this needs to be in accordance with our school's Complaints Policy and monitoring procedures. This Accessibility Policy and Plan will be reviewed every three years by the senior leadership team, including the school's Inclusion Leader, alongside the governing body and ratified accordingly.

| Access to the curriculum: | | | | |
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| Target | Action | Requirements | Timescale | Success criteria |
| To further embed Continued Professional Development for teachers and LSAs supporting children with SEND | SENCO Network Meetings INSET and Staff Meetings (Termly SEND) SEND Monitoring LSP development training where planned | The staff are able to meet the requirements of all pupils needs to access the curriculum. All staff attend training when necessary and relevant to role. | Ongoing | Increased accessibility for children which enables them to be able to access the curriculum. |
| To develop pupil knowledge & understanding of disabilities and mental health. | Whole School Assemblies Mental Health First Aiders | SENCO to be available SENCO delivering Monday assemblies | Ongoing | Children will be more informed about inclusion and the needs of others. |
| To support staff in meeting needs of children with SEND. | Staff ensure children with SEND have the right equipment to be able to access learning. SEND Monitoring | The staff are able to meet the requirements of all pupils needs to access the curriculum. All staff attend training when necessary and relevant to role. | Ongoing | Children will be able to access all equipment that will enable them to access the curriculum. |

| Access to the information: | | | | |
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| Aim | Action | Requirements | Timescale | Success criteria |
| To continue to develop CPD for staff training e.g. bullying, FGM, SEND Inclusion, Prevent Agenda | School will provide/book appropriate training to support staff. | Subject specific training | As necessary | Staff will be better informed as a result. |
| To enable Parents to access written material in alternative formats when requested. | The school will make itself aware of the services available through the LA for converting written information into alternative formats. | The school will be able to provide written information in different formats when required for individual purposes | As necessary | Parents and children will be able to access information |
| To enable Hearing Impaired Parents to | Short written statements will be provided to parents to | Identification of need | As necessary | All parents can attend parent's evening and |

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| feel included in Parents' evenings. | enable them to access Parents' evenings. Contact is made via email and text. | | | be updated on their child's progress. |
| Make available school brochures, school newsletters and other information for parents in alternative formats where this is requested. | Inform all parents that alternative formats are available for information on request. Statement on website. | Information available for all | As necessary | |

| Access to the physical environment: | | | | |
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| Aim | Action | Requirements | Timescale | Success criteria |
| School and Teachers are aware of the access needs of disabled children and staff. This is reviewed on annual basis. | Teachers to continue to create PEEPs (Personal emergency evacuation plan) for individual disabled children. Where disabled staff need PEEP, a plan should be created. | Copies to be given to the Health and Safety Officer, SENCO and class teacher. Staff working with the staff member should be informed. | Reviewed on annual basis | All disabled children and staff working with them are safe and confident in event of fire. |
| Educational visits, including trips, are planned to ensure the participation of the whole range of pupils, including those identified with SEND. | Continue to review all out-of-school provision to ensure compliance with legislation and that all reasonable adaptations are made. 1:1 support continues to be provided for children with an EHC Plan Requirements for SEND to be identified within completed risk assessments. | All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements | Ongoing | All children, including those identified with SEND can access educational visits. |
| Wheelchair users can move around the site without hindrance. | To ensure that a wheelchair user could access coded doors by having them lower. Consider parents who may require parents evening in a different location. | | As necessary | A disabled person could move around the site with ease. |

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| <p>Classrooms are optimally organised and reviewed at the beginning of each year to promote the participation and independence of all pupils</p> | <p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases as changes occur and as necessary</p> <p>Ensure that toilets are accessible for all children</p> | | <p>Ongoing</p> | <p>Provide all pupils with full access to the National Curriculum within the classroom.</p> <p>Provide all pupils with full access to the toilets so that they are independent.</p> |
| <p>To ensure existing Disabled WC facilities can be accessed and used with ease.</p> | <p>Ensure items are not stored in Disabled WC</p> | | <p>Ongoing</p> | <p>The disabled WC facilities can be accessed and used with ease at all times</p> |