

# Blagdon Primary School



## Disability Equality Duty (Accessibility Plan)

---

### Policy

<b>Reviewed by</b>	Headteacher	9 <sup>th</sup> May 2018
<b>Approved by</b>	TLA	20 <sup>th</sup> June 2018
<b>Endorsed by</b>	FGB	16 <sup>th</sup> July 2018
<b>Next Reviewed:</b>	May 2021	

## **Disability Equality Duty**

This policy should be read in conjunction with the School's SEND Inclusion 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 the School's SEND Inclusion 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.

### **Background**

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.

Disability is one of the specified protected characteristics. A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that, in general:

- the person must have an impairment that is either physical or mental
- the impairment must have adverse effects which are substantial
- the substantial adverse effects must be long-term
- the long-term substantial adverse effect must be effects on normal day-to-day activities.

Blagdon Primary school recognises its duties under the Equality Act 2010 to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- advance equality of opportunity between persons who share a relevant protected characteristic and person who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

### **Aims**

At Blagdon Primary school our values reflect our commitment to a school where there are high expectations of everyone. Blagdon Primary School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to promoting a culture of awareness, tolerance and inclusion. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Members of our school community are important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are not invisible children here, recognising everyone's uniqueness and

success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem.

We are committed to helping children to fulfil their potential...

*Be the best you can be*

*Love learning*

*Aspire to make a difference*

*Go on to great things*

*Develop positive relationships*

*Overcome obstacles*

*Nurture and promote precious values*

### Consultation and Involvement

The development and review of this action plan and the actions within it will continue to be informed by the input of the staff, Governors, pupils, parents and carers by a variety of means including:

- feedback from parent questionnaires and parent's evening;
- input from staff questionnaires or through staff meetings / INSET;
- feedback from the school council, PSHE (Jigsaw) lessons and pupil interviews;
- issues raised in annual reviews or reviews of progress on Personalised Provision Maps, mentoring and support;
- feedback at Governor meetings.

### Review of Progress and Impact

We will review progress against our Accessibility Plan annually making amendments where required. Detail on this process is included in the plan at the end of this policy.

### Publishing the Accessibility Plan

We will:

- Publish our Accessibility Plan on the school website
- Raise awareness of the action plan through the school newsletter, staff meetings, Governor meetings and other communications
- Make sure hard copies are available on request.

### Examples of Good Practice Already in Place

- seating for pupils with hearing or visual difficulties central to the classroom and closer to the front
- coloured copies of activity sheets for dyslexic pupils
- interactive whiteboard – blue background chosen (rather than white) for dyslexic pupils/pupils with visual tracking difficulties
- paper copies made of interactive whiteboard for pupils with visual tracking difficulties
- visual timetables
- pictures as well as text on labelling (also helps EAL pupils)
- planned seating for pupils where required (e.g. for attachment disorder)
- planned seating – accessible – for pupils with physical mobility challenges
- writing slopes for pupils with core instability
- seating cushion for pupils with core instability

- pencil grips or triangular pencils for pupil with fine motor skill challenges
- assemblies and shared learning opportunities promoting motivation and determination themes
- disabled toilet facilities

### Scope of the Plan

This plan covers all three main strands of the planning duty:

1. Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils, staff and parents are able to take advantage of education and associated services.
2. Increase the extent to which disabled pupils can participate in our school curriculum.
3. Improving the delivery of information to pupils with disabilities.

### Other Related School Policies

This policy document should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Curriculum Policies
- Teaching and Learning Policy
- Equal Opportunities Policy
- School Development Plan

Blagdon Primary School  
Accessibility Plan

The Physical Environment				
Action	Requirements	Timescale	Success Criteria	Responsibility / Monitored by
School and Teachers are aware of the access needs of disabled children and staff. This is reviewed on an annual basis.	Teachers to continue to monitor the needs of children and report any changes or new issues to Headteacher.	Ongoing	Needs of children will be met	All staff
Educational visits are planned to ensure the participation of the whole range of pupils, including those identified with SEND.	Ensure that SEND have necessary support on trips.  Identify specific SEND needs on Risk assessments	Ongoing	All children, including those identified with SEND can access educational visits.	All staff – Headteacher to sign off risk assessments
Classrooms are optimally organised and reviewed at the beginning of each year to promote the participation and independence of all pupils	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	Ongoing	All children will have full access to the National Curriculum within the classroom	All staff
To ensure existing Disabled WC facilities can be accessed and used with ease.	Any items stored in toilets should be stored appropriately on secure shelving. Toilets should be checked regularly for access needs.	Ongoing	Toilets accessible and safe at all times	Caretaker / All staff  Form part of Health and Safety review
External steps should be marked with high visibility paint or strips.	Ensure steps are clearly marked. Replace any existing markings if they fade.	Ongoing	Steps clearly marked	Caretaker  Forms part of Health and Safety Review
Ensure playground lighting is adequate for visibility of obstacles	Security lights in areas where there are steps.	Ongoing	Lighting ensures that trip hazards are clearly visible	Caretaker  Forms part of Health and Safety Review

The Curriculum				
Action	Requirements	Timescale	Success Criteria	Responsibility / Monitored by
Continue to monitor and analyse pupil achievement by disability and act on any trends of patterns in the data that require provision of additional support.	Appropriate provision in classrooms. Teachers / TAs and Learning Mentor involved in data meetings to identify needs and next steps.	Ongoing	Analysis carried out a minimum of 3x per year and remedial and timely action is taken	All staff – Headteacher to ensure data is up to date.
Differentiation in teaching	Ensure that all pupils (with a clear focus on SEND) have work appropriately differentiated so that they can access the curriculum.	Ongoing	Children will have access to the curriculum and will be successful in completing tasks.	All staff
Ensure that the curriculum (Jigsaw / PHSE) promotes positive role models with which young people can positively identify	Monday assemblies to introduce the theme. Include the voice of role models through videos shown. Invited guests to take assemblies.	Ongoing	Increase in participation and self-awareness	PHSE co-ordinator All Staff Headteacher to run Monday assemblies.
Provide opportunities for all children to take part in extended school activities and after school clubs.	Variety of clubs provided. Children of need identified and provision made for an extended curriculum.	Ongoing	Greater uptake in clubs by pupils with needs. Curriculum extended to meet needs of specific children.	Learning Mentor Class teachers Head to ensure provision available
Staff training in supporting pupils with SEND – focus on key areas of need within the school: E.G Dyslexia, autism, emotional and behavioural needs	Training needs identified by Staff / Head  Provision made within budget for training (either courses or visits to other schools)	Ongoing	Staff will be trained and therefore can meet the needs of pupils	All staff

Information				
Action	Requirements	Timescale	Success Criteria	Responsibility / Monitored by
Make available school brochures, school newsletters and other information for parents in alternative formats/languages where this is requested.	Source alternative formats.  Inform all parents that alternative formats are available for information on request.  Statement on website	As required according to need	Parents will be able to access information	Office Staff