

Broadwindsor C.E. V.C. Primary
School

Accessibility Plan

December 2016-December 2019

1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

A person has a disability if they have a **physical or mental impairment** that has a **substantial and long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

This is the Accessibility Plan for Broadwindsor C.E. V.C. Primary School.

2. Other policies

Our Accessibility Plan complements and supports our:

- Special educational needs and disability policy and related SEN information report;
- policy for Supporting pupils at school with medical conditions; and our
- Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Curriculum Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Policy relating to Behaviour
- School Development Plan

3. Our vision and aims

Broadwindsor C.E. V.C. Primary School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

4. Current good practice

Identification

Broadwindsor C.E. V.C. Primary School asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

Curriculum

Broadwindsor C.E. V.C. Primary School has improved access to the curriculum for disabled pupils through the following means:

Examples could include:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, e.g. numeracy and literacy;
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of Behaviour Support, Diabetes Type 1, Speech and Hearing Support on learning;
- organising classrooms so that they promote the participation and independence of all pupils;
- staff INSET training regarding sensory impairments and the school environment;

Physical Environment

Broadwindsor C.E. V.C. Primary School has already improved the physical environment of the school to increase access for disabled pupils by:

Examples could include:

- providing flat or ramped access to most school entrances;
- adding highlighting tape on all thresholds and steps, and yellow paint to the edges of pathways for pupils with reduced vision;
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- applying acoustic panels to walls and ceilings to improve sound quality for pupils with a hearing impairment;
- providing fabric blinds, curtains, carpets and rubber seals to doors to improve sound quality;

- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.

Information

Broadwindsor C.E. V.C. Primary School already makes written information more accessible to disabled pupils through:

Examples could include:

- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- using social stories and picture symbols to explain school rules for pupils who benefit from this.

5. Implementation

Our Accessibility Plan shows how access to Broadwindsor C.E. V.C. Primary School will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from the Local Authority and in liaison with pupils, parents, staff and governors of the school. It will advise other school planning documents.

Broadwindsor C.E. V.C. Primary School will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the Local Authority Strategy for Accessibility.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the Local Authority Strategy for Accessibility.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

Broadwindsor C.E. V.C. Primary School's Accessibility Plan will be implemented by Nigel Arnold, Headteacher.

Sufficient resources will be allocated by Broadwindsor C.E. V.C. Primary School to implement this Accessibility Plan.

6. Monitoring

The Broadwindsor C.E. V.C. Primary School Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Finance Committee.

The governing body, or proprietor will monitor Broadwindsor C.E. V.C. Primary School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Broadwindsor C.E. V.C. Primary School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Broadwindsor C.E. V.C. Primary School complaints procedure covers the Accessibility Plan.

Approved FGB

DATE 15th December 2016

Review date December 2019

ACCESSIBILITY PLAN - December 2016 to December 2019 : Improving access to the curriculum

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
<p>A CPD programme needs to be developed to ensure that appropriate staff have an awareness of Diabetes Type 1, the impact of this condition on health, learning and emotional well-being and the strategies that can be used to support such pupils.</p>	<ol style="list-style-type: none"> 1. Whole school staff (including support staff) awareness training provided by local specialist nurse 2. Specific cases will be identified and strategies to ensure optimal learning will be discussed with relevant professionals, e.g. the educational psychologist 3. Pupils with Diabetes1 will be provided with an Individual Healthcare Plan in line with Supporting pupils at school with medical conditions. 	<p>Headteacher</p> <p>Appropriate staff, including support staff</p> <p>SENCO</p> <p>Headteacher and responsible Governor</p>	<p>Autumn 2016</p>	<ul style="list-style-type: none"> • Pupils and their families feel supported and their needs understood; • Pupils with Diabetes1 have increased access to an appropriate curriculum, differentiated as necessary and according to their individual needs; • Pupils with Diabetes1 continue to achieve in line with their ability; • Teachers and support staff are confident in meeting the needs of pupils with epilepsy and know how to support them, including in an emergency.
<p>A CPD programme needs to be developed to ensure that appropriate staff have an awareness of Hearing Support, the impact of this condition on health, learning and emotional well-being and the strategies that can be used to support such pupils.</p>	<ol style="list-style-type: none"> 1. Ensure staff are aware of the duties on schools set out within the Equality Act 2010 and the need to provide reasonable adjustments through CPD and Inset Training training 2. Review all upcoming out of school activities ensuring that sites are suitable for all children with a disability, whether this be for physical access, to ensure sensory needs can be catered 	<p>Headteacher and responsible governor</p> <p>Senior Leadership Team</p>	<p>Autumn 2016</p>	<ul style="list-style-type: none"> • All in and out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements; • Pupils with a disability have access to all school activities such as trips out, residential visits, extended schools activities and sporting events • Pupils and their families feel included in out of school activities.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
	<p>for, etc.</p> <p>3. Consider any reasonable adjustments required to enable pupils with a disability to take part in the out of school activities, including travel requirements.</p>	Individual class teachers and SENCO		
<p>Arrange with Parents' of Diabetes I Child and Diabetes Dietician and Diabetes Nurse from Musgrove Hospital, Taunton for training of necessary staff.</p>	<p>Arrange convenient time of meetings between all concerned</p>	Mrs Russell Class Teacher and SENCO	Summer /Autumn 2016	<p>Staff feel confident in Pupils integration into School.</p> <p>Parents feel confident in Pupils integration into School</p>
<p>Class Teacher to attend CPD on Hearing loss and consequent problems</p>	<p>Attend course and follow through with any issues raised.</p>	Hearing Support Service and Class Teacher	Summer/Autumn 2016	<p>Staff feel confident in Pupils' integration into School.</p> <p>Parents feel confident in Pupils' integration into School</p>

ACCESSIBILITY PLAN - December 2016 to December 2019 Improving the physical environment

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (est.) £	How can we tell if this is successful?
<p>The outside areas of the school require improvement; specifically the areas of:</p> <ul style="list-style-type: none"> • pedestrian access; • car parking; • paving; • external lighting. 	<ol style="list-style-type: none"> 1. Access to pedestrian areas should be reviewed for any potential hazards and a railing to separate traffic from pedestrians installed in the car park; 2. Review levels, gradients, cambers and gullies in proximity to all pathways, define footpath edges where necessary and provide tactile paving at key areas 3. Ensure lighting to car park is operational, adequate and considers pollution and local issues 	Headteacher	Summer 2017	Unknown	<ul style="list-style-type: none"> • The areas outside of the school building are safe and welcoming and the physical environment is improved by removing any hazards; • Pupils with disabilities and their families are easily and quickly able to access the school building.
<p>Sound Boarding in school ceiling areas</p> <ul style="list-style-type: none"> • For Hearing and Speech service to do survey • For LA to approve funds • To carry out work 	<ol style="list-style-type: none"> 1. For Hearing and Speech Service to do survey 2. For LA to approve funds following on from report to them re SEND needs 3. To find builder and carry out work 	Headteacher,	Autumn 2016	£5K from LA	<ul style="list-style-type: none"> • Children with hearing loss problems can access the curriculum more easily.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (est.) £	How can we tell if this is successful?
Improve area for Medical and first aid Treatment <ul style="list-style-type: none"> Look at current needs and involve staff in what would be required for improvement 	<ol style="list-style-type: none"> Get quotes for changing toilet by Office into First Aid room and changing current First Aid room to just a Music room. Source money from Capital Devolved fund Get quotes from Builders 	Headteacher	Spring 2017	£4K	Staff and Pupils have an area that is clean and prepared just for First Aid use. Music area is now used just for Music or small group work and are not disturbed by First Aid issues.

Broadwindsor C.E. V.C. Primary ACCESSIBILITY PLAN - December 2016 to December 2019 :
Making written information more accessible

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
The availability of written information in accessible formats needs to be reviewed, starting with content on the school's website	The school will make itself aware of the services available through local charities, providers and the LA for converting written information into alternative formats (e.g. the use of symbols, large font, listening aids etc.) and will research good practice in other schools.	Headteacher	Summer 2017	<ul style="list-style-type: none"> Disabled pupils and their parents have an increased awareness of all matters usually communicated via written means; Delivery of said information to disabled pupils and their parents is improved and meeting their requirements.