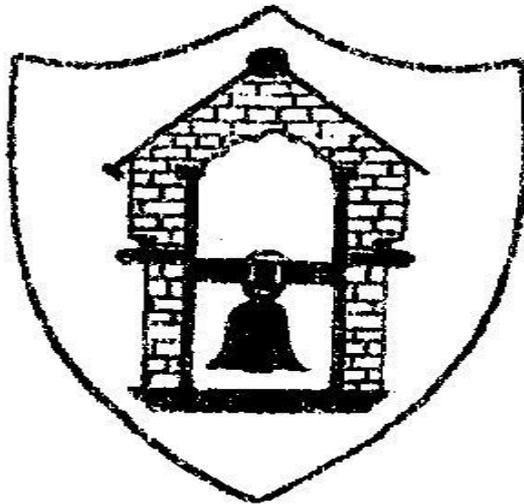


# Accessibility plan

## St Bartholomew's C of E First School

**'Roots to Grow and Wings to Fly'**



**Approved by:** Full Governing Body

**Date:** 05/04/19

**Last reviewed on:** April 2019

**Next review due by:** GB4 2022

**Chair of Governors – Miss Cheryl Govier**

**Headteacher – Mrs G Coward**

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>EHCPs are in place or being applied for in line with the LA's guidance for those who need them.</p>	<p>For the County given timeline for children currently on high needs funding to be followed to request statutory assessment</p>	<p>SENDco to attend relevant training and carry out SEND reviews and assessments to support this.</p>	<p>SENDco</p>	<p>Ongoing</p>	<p>Pupils with high needs funding will have a request for statutory assessment</p>
	<p>We use resources tailored to the needs of pupils who require support to access the curriculum, such as Eclipse Magnifiers, pre-braille resources, Soundfield systems sensory equipment, TEACHH stations.</p>	<p>For all High Needs and EHCP pupils to have a personal learning plan.</p>	<p>PDM</p>	<p>SENDco Class teachers</p>	<p>Ongoing and as required</p>	<p>Personal learning plans will be in place and used as a means of demonstrating the graduated response and plan-do review process for all high needs and EHCP pupils.</p>
	<p>Curriculum resources include examples of people with disabilities.</p>	<p>For the SENDco to carry out monitoring as part of her role.</p>	<p>Time allocated to monitoring in diary.</p>	<p>SENDco</p>	<p>Ongoing</p>	<p>A monitoring document will be updated regularly to show in class working with staff and/or groups of/individual pupils.</p>
	<p>Individualised timetables and learning schedules are used when appropriate</p> <p>Curriculum progress is tracked for all pupils, including those with</p>	<p>For the SENDco and Senior Leadership Team to ensure that they are</p>	<p>SENDco and Senior Leadership Team to</p>	<p>SENDco</p> <p>SENDco and Senior Leadership Team</p>	<p>Ongoing</p>	<p>Pupils with additional needs are happy in school, feel well</p>

	<p>SEND or a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>The SENDco and senior leadership team, ensure that monitoring is carried out to ensure that adaptations are being made and that quality first teaching is responsive to the needs of all pupils.</p> <p>Planned and ad hoc training opportunities are included each year.</p> <p>All teachers are teachers of pupils with disabilities and/or SEND needs. This is embedded in the Teaching Standards. Teachers receive termly observations against the expectations stated in the Teaching standards and the accessibility of our curriculum is an area of focus.</p> <p>The SENDco liaises with external professionals on a weekly basis to seek support and recommendations for pupils that require this</p> <p>Staff have great experience in supporting additional needs and have attended formal training.</p> <p>All external trips and visits are open to all pupils. Visits are</p>	<p>proactive in ensuring that resources specifically tailored to pupils who need additional support are appropriate and maintained.</p> <p>For the SENDco to ensure she is effectively utilizing and using all hours given from the Learning Support Service and the Educational Psychologist to ensure the curriculum is accessible to our vulnerable learners and pupils with SEND and/or disabilities.</p>	<p>seek ongoing advice from relevant external professionals</p> <p>SENDco to book hours via the Education Psychology service and Learning Support service in the Autumn term when possible. SENDco to ensure use of these allocated hours benefit as many as our pupils as possible</p>	<p>SENDco</p>		<p>supported and are making progress within their curriculum</p> <p>Educational Psychology hours and Learning Support Hours are allocated and used.</p> <p>Raised staff confidence in strategies for differentiation and increased pupil participations</p> <p>All staff are fully aware of the needs of our pupils.</p>
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	<p>planned with the needs of particular pupils in mind. Exception to this, is determined based on risk to the safety of a pupil via a risk assessment</p> <p>Access arrangements are gained when required for assessment</p>					
<p>Provide access to school life for pupils with a disability</p>	<p>Provision of specialist equipment to increase access to the curriculum.</p> <p>One to one support for severely disabled pupils when required.</p> <p>Additional support for pupils with specific medical needs.</p> <p>Healthcare plans are in place for pupils that require them.</p> <p>Communication folder is in place and monthly team meeting assigned for discussion around pupils who have a disability, medical and/or SEND need.</p> <p>Our school has both nurture provision and/or ELSA in place across the whole of the school day.</p>	<p>Staff receive SEND and medical training or shadowing of expertise when working with a disabled child or child with SEND.</p> <p>Staff working with a pupil receive training specific to the medical need (ie: diabetes, allergies, PEG feeding etc) and work in close liaison with the family and school nurse.</p> <p>Medical funding being applied for when required.</p>	<p>Senior Leadership Team to be proactive in booking training to the need of pupils</p> <p>SENDco seeking up to date guidance around how to apply for Medical Funding</p>	<p>Senior Leadership Team/Staff</p> <p>SENDco</p>	<p>When required</p> <p>When required</p>	<p>Healthcare plans are reviewed when required.</p> <p>Staff are up to date with relevant training</p> <p>Pupils with medical needs and or disabilities are able to have their needs successfully met in school by staff</p> <p>Medical Funding is applied for when required.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. All of the internal access of the school is disabled friendly.</p>	<p>Layout of school allow access for all pupils to all areas, meaning independent movement can take place.</p>	<p>Consider the needs of our disabled pupils, parents/carers and staff when any redesign is taking place</p>	<p>Head/Governors/site manager/business manager/school</p>		<p>Re-designed buildings are usable by all</p>

	<p>Specialist equipment, such as a lift, steps, handrails, are in situ to assist pupils/staff with physical disabilities,</p> <p>Other equipment includes:</p> <ul style="list-style-type: none"> <li>• Ramps for wheelchair and walkers.</li> <li>• Lift for access to upper level</li> <li>• Corridor width</li> <li>• Disabled parking bays for staff and parent/carers and visitors</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Clear marking with yellow, textured strips and/or paint lines on the floors, shelves, around obstacles for those with visual impairment.</li> </ul> <p>Personal Evacuation Escape Plans in place where required and monitored through regular fire drills.</p>	<p>The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors</p>	<p>Be aware of staff, governors and parent/carers access needs and meet as appropriate.</p> <p>Through questions and discussions find out the access needs of parents/carers through newsletter</p> <p>Consider access needs during recruitment process</p> <p>Visual impairment team contacted for audit to evaluate the environment.</p>	<p>surveyor.</p> <p>Head teacher Business manager</p> <p>Head teacher Business manager</p> <p>SENDco Business Manager Headteacher</p>	<p>Once a year via Newsletter</p> <p>During recruitment process</p> <p>Ongoing</p>	<p>Those accessing the site feel their needs are being met.</p> <p>Access needs do not influence recruitment and retention issues</p>
<p>Improve the delivery of</p>	<p>Our school uses a range of communication methods to</p>	<p>Review our information via newsletters and</p>	<p>Provide information and letters in clear print.</p>	<p>Office</p>	<p>Ongoing</p>	<p>All parents receive information in a form</p>

<p>information to pupils with a disability</p>	<p>ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pre-Braille</li> <li>• Visualiser</li> <li>• Soundfield</li> <li>• Pictorial or symbolic representations</li> </ul> <p>Regular fortnightly information given via the school newsletter to save overloading parents with information.</p> <p>Newsletter available on our website, for ease of access. This can be zoomed in too for those with visual needs.</p> <p>Where applicable, parents supported in accessing information. For example a SEND coffee morning takes place every half-term and the county weekly SEND newsletter is available on our website. Information regarding support groups and organisations are regularly shared on our website and through our school Facebook page.</p> <p>Personal Learning Plans introduced and replaced previous support plans to include more of pupil and parent voice.</p>	<p>website to parents/carers to ensure it is accessible</p> <p>Ensure that when requested we can provide information in other language for pupils or prospective pupils and their parent/carers.</p> <p>Ensure that when requested we can support pupils, prospective pupil or parent/carers who have visual or hearing needs.</p> <p>Review the impact of these at PPMs and with Learning Support Advisory teacher.</p>	<p>Office will support and help parents to access information and complete school forms when required</p> <p>Ensure website can be easily navigated and is accessible</p> <p>Access to advice from external professionals when required. For example sign language interpreters and translators.</p> <p>Two PDMs given to introduce and write plans.</p>	<p>Senior Teacher Technician</p> <p>Senior Leadership Team/office</p> <p>Class teachers SENDco</p>	<p>Ongoing</p> <p>On request</p> <p>Ongoing reviewed termly</p>	<p>that they can access. Pupils and/or parents feel supported and included</p> <p>Plans are used to plan and evaluate need in line with Plan/ do / Review.</p>
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## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the SENDco and full Governing Body.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN#d) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit template

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				