



# Barrington C.E. (VC) Primary School Accessibility Plan

Date Reviewed by Staff:	12/9/19
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Date Reviewed by Business Committee	1/10/19
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Date Ratified by Full Governing Body:	
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Next Review Date: (3 years unless otherwise advised)	2022
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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.

We aim to minimise/remove the potential barriers to learning for disabled pupils or members of our community, and to maximise access to both the curriculum and the physical school buildings. We aim to seek out and respond to the views of key stakeholders and particularly to involve disabled members of our community to gather their views and take this perspective into account when drawing up our plans.

***Barrington CE Primary School makes all children feel welcome irrespective of race, colour, creed or impairment.***

Barrington School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

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.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

### **Current good practice**

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

### **Physical Environment**

Disabled pupils and adults have full access to the first floor classrooms, using the lift. There is a smaller lift to enable disabled pupils and adults to negotiate the smaller flight of stairs in the ground floor of the school. Disabled pupils participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school sports clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible

### **Access Audit**

The school is housed in one building with several different levels. The main entrance to the school has automatic doors to aid disabled access. Most entrances to the building are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby, this being fully accessible to wheelchair users. Whilst we acknowledge that the size of the school site and the rooms on different levels could potentially present challenges when moving around the building, we make reasonable adjustments as the need arises. The school has two dedicated disabled parking bays near to the main front entrance. There are disabled toilet facilities available in our main reception area. These are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place as required.

### **Curriculum**

In planning the National Curriculum, our teachers are required to have due regard to the following three principles to help to reduce all barriers to learning:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

## Information

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

### 3 Management, coordination and implementation

The full governing body takes responsibility for the school accessibility plan, and will report on it annually. The plan will be revised and reviewed on a tri-annual basis, or more frequently if required e.g. if pupils' needs change, or development work is completed.

Stakeholders with identified needs (staff, pupils, community members) will be included in action planning wherever possible. The plan will be evaluated via information in the headteacher's/SENCo's reports and school Governor visits. Review will also take place when health and safety visits/SEN visits and policy review takes place and will be included in part in the school improvement plan review. Wherever possible we will work with other agencies and professionals to co-ordinate the plan.

We aim through professional development to

- Ensure that all staff and governors are aware of the disability discrimination duties as they apply to schools;
- Secure the commitment of all staff to removing barriers and increasing access;
- Draw on support from within and beyond the school as needed.

## 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 FGB.

## 5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Audits

All audits completed and used in action planning.

A – APPROACH AND CAR PARKING

B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS

C – ENTRANCES, INCLUDING RECEPTION

D – HORIZONTAL MOVEMENT AND ASSEMBLY (Corridors, Classrooms etc)

E - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE

F – DOORS

G – LAVATORIES

I - INFORMATION

J – MEANS OF ESCAPE



### School Accessibility Plan 2019- 22

#### Access to the curriculum

**Increased access to the curriculum for disabled pupils to include teaching and learning, the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits and residential visits**

Aim	Current good practice	Actions	Timescale	Responsibility	Outcomes
Develop teacher knowledge about how to adapt the curriculum to meet the needs of children who are working at an age level significantly below their peers.	Support for individuals and their personalised needs identified in teachers planning  Individual pupil needs discussed with SENCo as part of pupil progress termly.  EHCP are used to create individual programmes of study	Identify training needs at regular meetings.  Arrange training as necessary  Senco to provide support for individual teachers as required	Ongoing	Gill	Lesson observations provide evidence of appropriate differentiation for these pupils.
Develop a whole school approach to mental well-being and provide all staff with the awareness and skills to support the mental well-being of all pupils.	All class teachers and TA know their children and their individual situations and challenges well	Development of whole school policy for well being  Staff training on YMCA resilience materials  Embedding of a whole school approach to support well-being and resilience	From summer 18	Gill	Johnny is confident in delivery PE that is accessible for all pupils
All school visits and trips need to be accessible to all pupils	All children have been included in all school trips for their class with relevant accommodations	Ensure venues and means of transport are vetted for suitability.	Ongoing	Gill	All pupils are able to access all school trips and take part in a range of activities
Establishing a termly SEND staff meeting to address the issues on the plan and	Annual audit to identify and address training needs of staff to understand and meet the	Review whether current time allocation for SEND work is adequate – audit time use.	Ongoing	Gill	Monitoring by governors show effective use of Gill's time.

identify development needs, linked to a rolling CPD programme for teaching assistants.	needs of all pupils				
Ensure disabled children can take part equally in lunchtime and after school activities	Provision of sports coach to lead activities and ensure all children are able to participate at break times	Discuss with Out of school Club staff, and people running other clubs after school. Support would have to be available – especially after school.	As required	Gill	Disabled children feel able to participate equally in out of school activities.
Extension of the use of Makaton sign language in whole school sessions	All children are able to sign the school prayer	Extend the use of signing to some hymns and the Lord's Prayer	Ongoing	Gill	Regular reviews and training ensure that all staff are up to date with current training/methods.
Development of the understanding of all pupils of different individual needs	All children are very inclusive of children who have an obvious need.  Whole school participation in Autism Awareness Week to develop pupils' understanding of autism	Increase the children's acceptance for the small, less visible differences between each other.	Ongoing	Gill	Children will be more accepting of the small differences between individuals.

### **Access to the Physical Environment**

To improve and maintain access to the physical environment of Barrington Primary School; including physical aids to access education as appropriate.

Aim	Current good practice	Actions	Timescale	Responsibility	Outcomes
To be aware of the access needs of disabled children, staff, governors and parents,	School staff know the children and their carers well and have an awareness of their individual	Annual reminder to parents, carers through newsletter to let us know if they have problems	As required	Gill	Personal plans are in place for disabled pupils, and all staff are aware of pupils'

carers	needs.	with access to areas of school.	On going	Gill and Julia	needs.
Provision of a diversity of equipment, materials and consumables. To improve access where required e.g. writing blocks, pencils, balls, etc. – on going to meet changing needs.	School staff know the children well and have an awareness of their individual needs.  Individual pupil needs discussed with SENCo as part of pupil progress termly.	A rolling programme of needs analysis – supported by the personnel planning review system	Termly	Class teachers and Gill	All pupils have access to the most appropriate equipment to support their needs.
Ensure all disabled people can be safely evacuated	All children in school with a high level of additional needs have a 1:1 TA who is able to support them in the event of the need to evacuate the building.  Provision of evacuation chair and training in its use to ensure pupils and adults using wheel chairs can be safely evacuated from the first floor.	Ensure there is a personal emergency evacuation plan for all disabled pupils.  Ensure all staff are aware of their responsibilities in evacuation	As required	Gill	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily
Ensure all disabled people can move safely around the school site.	Edges of external steps are painted yellow but have signs of wear.	Ensure yellow edging to external steps on site is renewed regularly	Annual check	Gill	Ensure edges of steps are clearly visible for visually impaired children and adults



### Access to information

To improve the delivery of communications and information to disabled pupils and their families. The information should take into account pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe in response to these needs.

Aim	Current good practice	Actions	Timescale	Responsibility	Outcomes
Signage around school to be in other languages	We have clear signage around the school but this is predominantly in English.	Plans for a welcome sign in reception – need to decide which languages to use.	Added to with completion of school extension	Headteacher / SENCO	All People feel they are welcome in school
Inclusive discussion of access to information in all parent/teacher annual meetings	We have good and varied Communication routes.	Ask parents about preferred formats for accessing information eg braille, other languages	Annually	SENCO / Headteacher  SENCO/ Headteacher	Staff more aware of preferred methods of communication, and parents feel included. School website will become accessible to all