



# Access Plan 2019-2022

## Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. 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”. 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.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. This review process can be delegated to a committee of the Governing Body, an individual or the head at Baydon St Nicholas C.E. Primary School.

The current Plan will be appended to this document.

Founded on Christian values, Baydon St Nicholas encourages our pupils to discover their own strengths, develop a love of learning and a confidence and enthusiasm to try new things. We are an open, friendly school with a strong sense of community that fosters self-respect, care for others and a joy in learning and succeeding together.

The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies. The intention is to provide a projected plan for a three-year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Baydon St Nicholas CE (VA) Primary 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and developing a culture of inclusion, support and awareness within the school.

The Baydon St Nicholas Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and 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 disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are 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.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by the Head Teacher, SLT and the Governors. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## Aims and Objectives

Our Aims are to:

- Increase access to the curriculum for pupils with a disability, o Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils,

Our objectives are detailed in the Action Plan below.

## Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. Parents are also asked to complete a form regarding any disability they may have in accessing the building or our provision. A medical information form is included in the induction packs for all new arrivals which are to be completed prior to transition and updated at the beginning of every academic year. Detailed care plans if needed are attached with the child's photograph and are clearly displayed as appropriate and distributed to teachers. Any supply teachers are made aware and given access to this information. Details of children with allergies are sent to the schools dinner supplier (Sue Brady Catering) and their photographs are displayed at the serving hatch.

Additional needs regarding special entry/seating requirements prior to events at school or hosted by the school e.g. Christmas Concerts and these requests met where possible (in line with health and safety requirements).

## Physical Environment

The school environment is evaluated regularly in conjunction with the LA to ensure it meets the needs of all learners in school.

## Curriculum

Every effort is made to ensure that our curriculum provision is accessible to all learners in school. Children with disabilities who require extra support in subjects such as PE for example are allocated a Teaching Assistant if necessary or strategies are put into place after seeking advice from outside agencies.

## Access Audit

The school is a two storey building (all classrooms and main areas are on the ground floor, the resource room accessed by teachers is on the second floor of the old school house) with wide corridors in the main areas and many access points from outside. All newly built (past ten years) areas on the ground floor have wide door access to all rooms. The hall is on the ground floor and is accessible to all. The playground areas (excluding the adventure playground) is accessible to all.

Entrances to the school are either flat or ramped and most have wide doors fitted. Where this is not the case an alternative route into the area is available. The main entrance features a secure lobby and is fully accessible to wheelchair users. There is disabled toilet facilities available within the main school building and is easily accessible. The toilet is are fitted with a handrail and an emergency pull cord.

The school has internal emergency signage and escape routes are clearly marked. **We have a fire risk assessment which includes the evacuation plan for disabled pupils.**

**All children with a disability have a care plan. A copy of these can be found in the classroom of the child and a copy is kept in the child's record in the office.**

# Action Plan

## Access to the Physical Building

Targets	Strategies	Timescale	Responsible person/group	Success Criteria
<p>To be aware of the access needs of disabled children, staff, governors and parents, carers.</p> <p>Ensure the school staff &amp; governors are aware of access issues</p>	<p>a) to create access plans/risk assessments for individual disabled children as part of the assessment of individual need. Access is also considered in the short term for children with temporary access issues e.g. broken limbs and using crutches, wheelchairs etc. and an individual risk assessment is completed by the HT or Admin team and discussed with the staff involved. This is also then shared with the parents who can add/amend details.</p> <p>b) to ensure staff and governors can access areas of school used for meetings.</p> <p>c) Yearly reminder to parents/carers through to let us know if pupils have problems with access to areas of school (medical needs form). Additional needs regarding special entry/seating requirements are requested prior to events at school e.g. Christmas Concerts and these requests met where possible (in line with health and safety requirements)</p>	<p>As required</p> <p>Yearly (Ongoing)</p>	<p>SENCO / Class teacher/ Headteacher</p> <p>Head teacher</p> <p>Head teacher/Admin Officer</p>	<p>Plans/risk assessments will be in place for disabled pupils when required, and all staff will be aware of pupils' needs. All staff &amp; governors are confident that their needs are met. Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school.</p>

Targets	Strategies	Timescale	Responsible person/group	Success Criteria
Ensure everyone has access to main school area	Ensure that nothing is preventing wheelchair access in all access points in school	Daily check to ensure the area in clear of obstructions	All staff are responsible for making sure access points are clear at all times	Disabled parents / carers / visitors feel welcome.
Maintain safe access for visually impaired people	Maintain safe access for visually impaired people	Maintain safe access for visually impaired people	Maintain safe access for visually impaired people	Maintain safe access for visually impaired people
Areas on first floor in old school house building are not used for pupil teaching sessions	<p>SHORT TERM</p> <p>Ensure that ELSA pupils are able to access space. Alternative area set up for pupils who cannot access ELSA area.</p> <p>LONG TERM</p> <p>Investigate possibility of upgrading courtyard area to work space for use with ELSA programme</p>	Building work bid .....	Headteacher/ELSA TA	ELSA sessions take place in safe and quiet space that is on ground floor.
Ensure all disabled people can be evacuated safely.	Ensure there is a personal emergency evacuation plan for all disabled pupils.	Needs and personal evacuation plans created as and when needs require. Updated on a yearly basis	Headteacher/SENCO	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

Targets	Strategies	Timescale	Responsible person/group	Success Criteria
Ensure there are enough fire exits around school that are suitable for people with a disability	In all areas excluding old school building ensure staff are aware of need to keep fire exits clear.  In old school building .....	Daily	All Staff.  Checked in HS audits by Building committee	All fire exits are constantly accessible to all

## Access to the Curriculum

Targets	Strategies	Timescale	Responsible person/group	Success Criteria
Ensure teachers and support staff have specific training on disability issues	Identify training needs at regular intervals throughout year (e.g at meetings)  When training area need identified addressed through in-house training or out of house training as required	Ongoing	SENCO/Headteacher	Raised confidence in all staff
Ensure all staff (teaching & non-teaching) are aware of disabled children's curriculum access	Training from multi-agencies when necessary e.g. School Health. Ensuring key strategies are put into place to make sure the learning environment in each class matches the needs of the individuals e.g. visual timetables, angled boards, coloured overlays etc as required	Ongoing	Headteacher/SENCO/SLT/Classroom teachers	All staff are aware of individual children's needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible. Liaise closely with child's parents/carers to discuss how visit could be adapted e.g. on local walk, child could walk one way and be collected by parent/carer for return journey	As required	Headteacher/Trip organisers	All pupils are able to access all school trips and take part in a range of activities

Targets	Strategies	Timescale	Responsible person/group	Success Criteria
Review PE curriculum to ensure PE is accessible to all pupils	Review PE /PSHE curriculum to include disability sports awareness	Autumn Term 2019-2020	PE coordinator	All pupils have an awareness of disability sports, access to PE and are able to excel. Children who require a 1-1 T.A. will have their support there as necessary during PE/ Games and outdoor activities
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum information when reviewing curriculum in response to new OFSTED framework	July 2020	Headteacher/Deputy Headteacher	Gradual introduction of disability issues into all curriculum areas Added as appropriate to subject overviews
Ensure disabled children can take part equally in lunchtime and before/ after school activities	Discuss with staff and people running other clubs after school. Consider level of support and any adaptations necessary for child to take part	As required	SENCO/ Headteacher	Disabled children feel able to participate equally in out of school activities. LSA's and MDS are assigned to work with specific children to allow them to access provision.

# Access to Information

Targets	Strategies	Timescale	Responsible person/group	Success Criteria
Signage around school to be clear and understandable	<p>Regular checks by buildings committee as part of H&amp;S audit (emergency signage)</p> <p>Reviews of appropriate signage as appropriate</p>	Ongoing	<p>Headteacher</p> <p>Buildings Committee</p>	ALL People feel they are welcome in school
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information e.g. braille, other languages etc and put these in place as and when needed.	As required	SENCO/Headteacher	Staff more aware of preferred methods of communication, and parents feel included.