

**Barleyhurst Park Primary School**



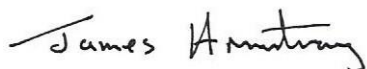
**Barleyhurst Park Primary School**

## **Accessibility plan**

Approved by Governors

Date: 4<sup>th</sup> April 2019

Signed:

A handwritten signature in black ink, which appears to read "James Armstrong".

Chair of Governors



# Barleyhurst Park Primary School

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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. To ensure everyone fulfils their potential. The school core values apply to all pupils and staff.

B	Be the best you can be
A	Always try your hardest
R	Responsible for your actions
L	Learn and be confident
E	Encourage others
Y	You should always be yourself
H	Honesty
U	Use your initiative
R	Resilience
S	Strive to achieve
T	Take pride in your work

The plan will be made available 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 parents, pupils, staff and governors of the school.



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### 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. Current Good Practice

#### **Increase the extent to which disabled pupils can participate in the curriculum**

- Differentiated curriculum for all pupils
- Resources tailored to the needs of pupils who require support to access the curriculum e.g. personal monitors and enlarged keyboards
- Curriculum progress tracked for all pupils
- Reasonable adjustments where necessary to enable pupils to access the full curriculum
- Seek advice and support from relevant professionals
- Adults in school utilised to support pupils who may have difficulty accessing areas of the curriculum.

#### **Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided**

- Environment is fully accessible
- Additional adult support to help pupils especially during playtime and lunchtime
- Disabled parking bays
- Disabled toilets, including a nappy changing area
- Safe access around exterior of the school
- Wide doors and corridors with no steps
- Risks assessments are undertaken to ensure all pupils have access to the wider curriculum, out of school and after school activities.

#### **Improve the availability of accessible information to disabled pupils**

- Large print resources
- Specialist exercise books
- Induction loops
- Pictorial and symbolic representations
- Braille door signs.



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### 4. Access Audit

The school is housed in one single storey building. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception desk which is fully accessible to wheelchair users. The school has two disabled parking bays in the rear carpark. There is a large disabled toilet in the school which has been fitted with a handrail and a pull emergency cord and also has nappy changing facilities along with a clinical waste bin. The school has internal emergency signage and escape routes are clearly marked. Personal evacuation plans are in place as required.

### 5. 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 Governing Board.

### 6. Links with other policies

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

- Health and safety policy
- Equality information and objectives
- Special educational needs (SEND) information report
- Supporting pupils with complex medical conditions policy.

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### 7 Action plan

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

Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Additional support and resources are used effectively to ensure all pupils make at least expected progress	Advice from specialist support teachers are acted upon and relevant resources purchased and used	SENDCo and CT	After a visit from a specialist teacher	All pupils with a disability make expected progress
		Staff are trained to be able to effectively use the new resources	1:1 and general TAs	On purchasing the resources	
	To ensure pupils who have additional needs have a smooth transition to and from the school	On receiving new Foundation Stage list, FS teacher to contact all pre-school providers/ parents to gather relevant information	FS CT	Following national offer day	
		FS teacher to carry out home visits for pupils starting the school	FS CT	July	
		FS/SENDCo to use the information gathered to ensure the school is fully prepared/ resourced to meet the needs of the new intake. This may include an individual transition plan for vulnerable pupils	FS CT, SENDCo	June	
		On receiving the secondary allocation list, Year 6 teacher and SENDCo to liaise with secondary	Year 6 CT, SENDCo	Following national offer day	

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		<p>schools to ensure they have all the information they need</p> <p>When organising trips additional risk assessments and reasonable adjustments are made to ensure all pupils can participate</p> <p>Ongoing training for staff, particularly on the use of IT equipment to support learning</p>	EV Coordinator	Before finalising arrangements for trips	
Improve and maintain access to the physical environment	Physical environment is accessible and safe for all pupils	<p>Stage area and reading huts steps to be painted yellow so they are more visible</p> <p>Daily checks to ensure paths are kept clear of vegetation, frost and ice</p> <p>Seek and act upon advice from the sensory support team</p> <p>Maintain wheelchair accessible toilets with nappy changing facilities and clinical waste bin</p>	<p>Caretaker</p> <p>Caretaker</p> <p>SENDCo</p> <p>Caretaker</p>	Summer 2019	<p>School is physically accessible</p> <p>Hazards highlighted to increase safety for visually impaired</p> <p>People with disabilities can move unhindered</p>
Improve the delivery of information to pupils with a disability	Information is delivered in an appropriate manner to all pupils	<p>Seek and act upon advice from the sensory support team</p> <p>Ongoing training for staff, particularly on the use of IT equipment</p>	SENDCo, TAs		<p>Written information is available in alternative format</p> <p>Pupils are able to access school documents</p>