



Accessibility Plan

July

2019

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1. Aims

As specified under the Equality Act 2010, we have an accessibility plan in order 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.

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

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.

The Accessibility Plan will contain relevant 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 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 school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.

The Action Plan for physical accessibility relates to the Access Audit of the school, which remains the responsibility of the Trust Board/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. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new plan for the following period.

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.

This policy complies with our funding agreement and articles of association.

3. Contextual Information

At Bloemfontein Primary School we want all children to enjoy school, to be challenged, to achieve and to stay safe. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking into account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all of our children. The achievements, attitudes and well-being of all our children matter.

Bloemfontein Primary school is a mainstream school which caters for children with a wide range of special educational and medical needs.

Current access provision:

- The building is all on one level with no internal stairs
- All doors, corridors and paths are wide enough for a wheelchair to pass through
- The building is accessed by children via a ramp from the playground to inside the hall
- There is also an additional building for Reception aged children with access via a ramp.
- Parents and visitors access the building via the main office area and the door is fitted with a wheelchair friendly operating system
- The School Car Park has an allocated disabled parking space
- The building has one *accessible* toilet
- There are different height tables around the building to accommodate need within the school. Tables/chairs can be moved to areas when required
- The school is served by a wireless system enabling internet access at any point in the building
- The school have a number of portable devices including iPads and laptops

4. Action Plan

Plans for accessibility improvement are developed through our school evaluation and developmental planning process. Our action planning involvement address the following:

- Equality of inclusion
- Physical facilities
- The school curriculum
- Communication of information

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Targets	Strategies	Outcomes	Timeframe	Responsibilities
Equality and Inclusion				
Accessibility Plan and Equality Statement becomes an annual agenda item at Governors Meetings.	Clerk to Governors to add to list of required publication details.	Adherence to current legislation.	Annually.	Clerk to Governors
Training to raise awareness of equality and disability issues.	Discuss perception of issues with staff/governors to determine the current status of school. Provide training for governors, staff and pupils.	Whole school community aware of issues relating to Access.	Discussions ongoing. Training to be on going.	Whole School Approach
To review all statutory policies to ensure they reflect inclusive practice and procedures.	Review policies with staff and governors top ensure all policies clearly reflect inclusive practice and procedures.	To comply with the Equality Act 2010.	<u>Short/Medium Term.</u> By the end of Autumn Term 2019. <u>Long Term</u> Annual review.	All staff All staff

Targets	Strategies	Outcome	Timeframe	Responsibilities
Physical Environment				
To consider the needs of all children in the development of the outdoor area/playground.	<p>Operations Director, SENCO and Site Manager to audit accessibility of school buildings and grounds.</p> <p>Governors to contribute to this Action Plan based on the findings.</p> <p>To consult with pupils/staff/parents and external providers</p>	<p>Additional outdoor playground equipment/areas. Include climbing equipment, playground markings and 'quiet/reflective' areas – accessible for all</p> <p>All children regardless of ability can access the play equipment and feel safe playing in the grounds of the school.</p>	<p><u>Short Term</u> Accessibility Audit to be completed by September 2019.</p> <p><u>Medium Term</u> Action Plan drawn up by October 2019.</p> <p><u>Long Term</u> To be reviewed annually.</p>	<p>HT SENCO, Operations Director and Site Manager.</p> <p>HT</p> <p>HT/SENCO</p>
To continue to promote the involvement of disabled pupils in the classroom.	Take account of a variety of teaching and learning styles Provide appropriate resources to enable all children to access the curriculum	Variety of teaching and learning styles and multi-sensory activities identified in planning and practice. Ensuring the needs of all pupils are met	Termly to link to school monitoring and evaluation cycle.	Senior Leadership Team
To ensure disabled parents/carers have every opportunity to be involved.	Utilise parking spaces for disabled parents/carers Offer support, i.e. telephone meetings Be proactive in identifying access requirements of disabled parents/carers.	To ensure that disabled parents are not discriminated against and are encouraged to take an interest and be involved in their child's education.	Immediately and continuously reviewed	Whole school – all staff members
To ensure signage around school is accessible to all.	Review the needs of children/parents carers	School is accessible to all, including those with visual impairments.	By September 2020	Head Teacher, Facilities manager and SENCO.

The School Curriculum

Process for Identifying Barriers:

Planning is moderated and monitored by SLT and Co-ordinators to ensure specific learning needs are accommodated and individual children's needs are identified.

Current Curriculum Provision:

- Planning shows differentiation in order to meet the needs of all pupils and specific interventions are implemented for specific children in order to address barriers to learning
- All children are provided with equal opportunities to access a wide range of extra-curricular activities, visits and visitors
- The school constantly engages in additional staff training to support medical needs including paediatric First Aid, Asthma awareness and diabetes training to support four pupils in school who are insulin dependent. School have been nominated for an award from a parent of a diabetic child
- Staff are provided with the knowledge and skills so they feel knowledgeable to meet the needs of all pupils including ADHD and Autism
- To ensure the curriculum is accessible for all, the school have visual timetables in every class. Further utilised resources include pencil grips, reading rulers, wobble cushions, speech and therapy programmes and access to outside agencies
- All staff receive Level 1 safeguarding training, the HT and DHT have level 2 qualifications and the HT has attended numerous additional safeguarding training sessions
- All children participate in regular e-safety sessions and know how to keep themselves safe online as demonstrated through pupil interviews
- All children access stranger danger awareness through the local police and older children receive information sessions from NSPCC and through the fire safety carousel
- All elements of Social, Moral, Spiritual and Cultural education including addressing British values are covered within the Curriculum and through the SEAL programme

Targets	Strategies	Outcome	Timeframe	Responsibilities
Curriculum				
Continue training for teachers and support staff on different aspects of SEN including differentiation when required.	Review the needs of children with specific issues, provide all relevant training.	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an ongoing process, and that needs and expertise will change with time.	Ongoing	Head Teacher SENCO and Senior Leadership Team
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment that comply with all current legislative requirements. All children will have access to out of school activities wherever possible.	Ongoing	Head Teacher SENCO
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class bases.	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils.	Ongoing	Class Teachers
Access arrangements to meet individual's needs when taking tests etc. will be applied for and support provided when required.	SENCO and Head Teacher will ensure appropriate testing and reports are provided in order to apply for access arrangements.	All pupils will have their individual needs met and any barriers to achieving their full potential will be removed.	Ongoing	SENCO Head Teacher
To ensure full access to the curriculum for all children.	Specialised CPD for staff Differentiated curriculum with alternatives offered Use of technology/equipment to support learning/recording Specialised equipment	Advice taken and strategies evident in classroom practice Pupils with physical, medical, ASD supported in accessing the curriculum.	Ongoing	Head teacher SENCO Teachers TA

Communication of information

Process for Identifying Barriers:

The Governing Body and HT audit the methods in which to communicate with parents, carers, teachers and pupils to ensure all methods of communication and getting information distributed is effective.

Current forms of communication used:

- The school presently uses a number of methods to communicate with stakeholders and keep people up to date with life in school and their children's learning. These include termly parents evening, monthly newsletters, text messaging, personal letters, school website, twitter feed, facebook page and phone calls
- Parent/carer/staff/Governor/pupil voice is also actively sought through regular questionnaires and feedback on outcomes provided
- School operates an open door policy in which parents/carers are free to see the class teacher and HT at the start of the day or on collection of pupils

Targets	Strategies	Outcome	Timeframe	Responsibilities
Communication of information				
<p>Make available school brochures, school newsletters and other information for parents/carers in alternative formats as required.</p> <p>Availability of other written materials in alternative formats also.</p>	<p>Review all current school publications and promote the availability in different formats for those that require it.</p> <p>The school will make itself aware of the services available through the LA for converting written information into alternative formats.</p>	<p>The school will be able to provide written information in different formats when required for individual purposes.</p> <p>Delivery of information to disabled pupils will be improved.</p>	<p>Review of documents by end of 2019.</p> <p>Ongoing</p>	<p>Head Teacher Marketing and Communications Manager</p> <p>Marketing and Communications Manager</p>
<p>Availability of written material in alternative languages.</p>	<p>The school will use information and translations provided by the EAL Team for key information for EAL families.</p>	<p>School information will be available for all.</p>	<p>Ongoing as needed.</p>	<p>Head Teacher</p>
<p>To audit resources across the school which help to support pupils with SEND.</p>	<p>Purchase of specialist resources or equipment e.g. wobble cushions, pencil grips, coloured overlays.</p>	<p>Curriculum continues to be accessible for all pupils.</p>	<p>Ongoing from Autumn Term 2019.</p>	<p>Head Teacher SENCO</p>

Reference: <http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

5. Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary. It will be approved by the governing board and the Head Teacher.

6. Links with other policies

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

- Health and Safety policy
- Equality Policy and Equality Objectives (school specific)
- Special Educational Needs Policy
- Supporting Pupils with Medical Conditions Policy.

7. Review Date

September 2020



Bloemfontein Primary School is proud to be part of [Stanley Learning Partnership LTD \(Trading as Stanley Learning Partnership\)](#)

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