Everybody Learns - Everybody Cares

Accessibility Policy and Plan

Introduction

The Equality Act 2010, which replaced other equality legislation including the Disability Discrimination Act, states that schools should have an Accessibility Plan. 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.

At Bede Community Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Aims

The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life.

Access audit

Despite our school building being well over 40 years old, it is fully accessible.

- The building has one floor, with wide corridors and several exit points to outside.
- There is a main hall and school dining hall which is accessible to all.
- We have internal emergency signage and escape routes that are clearly marked.
- On-site car parking for staff includes a dedicated disabled parking bay. The main entrance to the school is flat, has wide doors fitted and a secure lobby which is fitted with an entrance buzz system for access to the school.
- There is a disabled toilet behind the main reception area which is fitted with a handrail and emergency pull cord.

Training

Whole school training will continue to raise awareness of equality issues for staff and governors, to comply fully with the Equality Act 2010.

Accessibility Plan

We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:

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

The three areas to be considered in our Accessibility Plan are:

a) Improving education and related activities

The school will continue 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 prepared for life as are the able-bodied pupils. This encompasses 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

b) Improving the Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Improving the Provision of information

The school will provide information in alternative formats when required.

Accessibility Plan

Aim No 1: To increase the extent to which disabled pupils can participate in the school curriculum

Targets	Strategies	Responsibility	Success Criteria
To review September Reception admissions, and other admissions.	To identify pupils who may need additional or alternative provision.	EYFS Teachers Deputy Headteacher	Procedures, equipment, ideas set in place when pupils are admitted.
To establish close liaison with parents and agencies for pupils with ongoing health needs, eg children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between school, families and other key personnel.	Headteacher All Teachers Outside agencies	Clear, collaborative working approach.
To ensure full access to the curriculum and to classroom discussions/ activities for all pupils.	To ensure that a differentiated curriculum is available; To use P Levels to assist in developing learning opportunities and in assessing progress; To use interactive ICT equipment; To source specific equipment from Occupational Therapy, if necessary. To create positive images of disability within school so that pupils grow into adults who have some understanding of the needs of disabled people.	SENDCO All Teachers Ed Psychologist	Advice taken and strategies evident in classroom practice. ASD pupils supported and accessing curriculum.
To finely review attainment of all SEND pupils.	SENDCO/Class Teacher meet termly regarding pupil progress.	SENDCO Class Teacher	Progress made towards IEP targets.
To monitor attainment of Able and G&T pupils.	Able and G&T Pupils list to be updated termly.	G&T Coordinator Class Teachers	Able and G&T pupils making proportionate progress.
To evaluate and review the above targets and report findings to Curriculum & Pupils Sub-Committee annually.		Headteacher SLT	All children making good progress. Governors fully informed about SEN provision and progress.

Aim No 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education

Targets	Strategies	Responsibility	Success Criteria
To improve physical environment of school environment.	Take account of the needs of pupils, staff and visitors with physical difficulties/sensory impairments when planning/undertaking future improvements of the premises such as improved access, lighting, colour schemes etc.	SLT	Enabling needs to be met where possible.
To ensure visually stimulating environment for all children.	Colourful, lively displays in classrooms and inviting role play areas.	Teaching Staff Non-Teaching Staff	Lively and inviting environment maintained.
To ensure that all pupils with a disability are able to be involved.	Create access plans for individual disabled children as part of IEP process. Undertake confidential survey of staff, governors and parents/carers to ascertain access needs.	Teaching Staff Non-Teaching Staff	Enabling needs to be met where possible.
To ensure that the needs of all pupils are met fully within the capability of the school.	To liaise with parent/carers and external agencies, where required, to identify training needs and establish individual protocols.	Headteacher SENDCO	The needs of all pupils are met.
To ensure disabled parents have every opportunity to be involved.	Utilise disabled parking spaces for drop off/collection of disabled children if necessary. Arrange interpreters from the RNID to communicate with parents who are deaf. Offer a telephone call to explain letters sent home for any parents who need it.	Whole school approach	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education.
To improve community links.	To continue to have strong links with neighbouring schools and the wider community.	Headteacher SLT	Improved awareness of disabilities and Community Cohesion to the wider community.
To continue to develop play areas and facilities.	Source funding opportunities.	Whole school approach	Inclusive, child-friendly play areas.
To ensure paths and roads around the school are as safe as possible.	Communicate with parents regarding safe parking of cars and the safety of their children walking to and from school.	PSHE Coordinator SLT	No accidents or safety concerns.

Aim No 3: To improve the delivery of information to disabled pupils and parents

Targets	Strategies	Responsibility	Success Criteria
Parent/carers with hearing impairment.	Regular communication with parent/carers. Interpreter provided if necessary.	Class Teacher SLT	Two-way communication in place.
To ensure all pupils with ASD have access to the curriculum.	Regular parental communication. Individualised multi-sensory teaching strategies used for ASD pupils.	Teaching Staff Non-Teaching Staff	ASD pupils able to access curriculum.
To enable improved access to written information for pupils, parents and visitors.	Investigate symbol software to support learners with reading difficulties. Raising awareness of font size and page layouts will support pupils with visual impairments. Auditing the school library to ensure the availability of large font and easy read texts. Auditing signage around the school to ensure that it is accessible to all.	SLT	Appropriate written information is available.
To review pupil's records, ensuring school's awareness of any disabilities.	Information collected about new pupils. Records passed on to new Class Teacher during transition. Annual reviews/IEP meetings. Emergency Contact / Medical forms updated. Personal Health Plans. Significant health problems – children's photos and relevant information available to staff.	SLT School Administrator	Records are updated and available at all times.
In school record system to be reviewed and improved where necessary (SIMS, Emergency Contact Forms, Medical Records, etc).	Record keeping system is reviewed.	SBM School Administrator	Effective communication of information about disabilities throughout the school.