**BROKE HALL PRIMARY SCHOOL**



# BROKE HALL PRIMARY SCHOOL ACCESSIBILITY POLICY & PLAN 2017-2020

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| Initial Distribution | Lead Person | Approved | Review Date |
| June 2014 | J.Barr/R. Fairs | 29.01.15 | June 2017 |
| Review March 2016 | R.Fairs/Premises, H&S Committee | March 2016 |  |
| June 2017 | J.Barr/R. Fairs | 04.07.17 | June 2018 |

**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.**

1. Broke Hall Primary School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

2. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. The Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA) places a legal requirement on all schools to increase accessibility for disabled pupils.

***\*Definition of Disability***

*Reference to ‘disabled people’ includes disabled children, young people and adults, as pupils, employees, governors, parents and carers and other members of the wider community that might use school premises for leisure or other activities.*

***What is the legal definition of disability?***

*[[1]](#footnote-1)The Equality Act 2010 and Discrimination Act 1995 generally defines a disabled person as ‘someone who has a mental or physical impairment that has a substantial and long-term adverse effect on the person’s ability to carry out normal day-to-day activities’. This differs slightly from the definition in the DDA, which also required the disabled person to show that an adversely affected normal day-to-day activity involved one of a list of capacities such as mobility, speech, or hearing.*

3. Broke Hall Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school, is reviewed and updated annually.

4. The Accessibility Plan will contain relevant actions to:

* Improve 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.
* Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to 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 the DDA). 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 make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors’ committees will contain an item on “having regard to matters relating to Access”.

5. The Plan will be monitored through the Premises Committees.

6. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

7. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

8. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

• Curriculum Policy

• Equal Opportunities Policy

• Equality Objectives

• Staff Development Training Plan

• Health & Safety Policy

• Inclusion Policy

• Special Educational Needs Policy

• Behaviour Management Policy

• School Improvement Plan

• School Prospectus

9. The Action Plan for physical accessibility may not be feasible to undertake some of the works during the life of this first 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.

10. The School Prospectus will make reference to this Accessibility Plan.

12. The Complaints Procedure covers the Accessibility Plan and any complaint regarding accessibility would follow the County Council procedure.

13. The school will develop and implement this plan, involving the local authority when specific guidance is required.

14. The school will ask for an independent Health & Safety Inspection to be carried out on a bi-annual basis

15. The school will ask for an independent Fire Risk Assessment to be carried out bi-annually.

16. The Local Authority completes an annual conditions survey on the school property.

**Aims and objectives**

Our aims are to:

* Improve and maintain access to the physical environment
* Increase access to the curriculum for pupils with a disability
* Improve the accessible of information for disabled pupils

In 2017 an Access Audit was completed and a number of recommendations made. The tables below sets out how the school will achieve these aims.

**Improving and maintaining the Physical Access at Broke Hall Primary School**

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| **Item** | **Activity** | **Outcome** | **Timescale** | **Cost** |
| Intimate Care Station | To provide a two way radio to be keep in the care station.Investigate other ways of providing an alarm call system for the care station. | For staff to be able to summon for assistance if required.   | Autumn 20172017-2018 | £150Investigate  |
| Main Entrance | Create a ramp to the main entrance door of the school.To re-lay uneven paving  | Improve ease access to all areas of school for anyone using wheelchair/mobility scooter. | Summer 2017Completed | £305 |
| Unisex Toilets  | To investigate re-furbishing the toilets in Yrs1/2 and Yr 3 to be unisex. | All pupil toilets in the school will be unisex  | 2017-2018Quotes being gathered | Investigate |
| Outside Security Lighting | To upgrade the outside security lighting in car park. | Improve ease access and safety of school staff and visitors. | Autumn 2017X3 lamps installed | £465 per lamp5 x lamps |
| Entrance barrier to car park | To install an entrance barrier to school carpark. | Ensure that disabled spaces are maintained for Blue Badge holders and not used inappropriately. | 2018-2019Quotes being gathered | Ball park figure £5-10K |
| Shade from the sun for classrooms | To investigate ways to shade the sun from classroom in KS2 corridor. | Leaning environments kept at suitable temperature for all pupils and staff.  | 2018-2019 | Investigate |

**Increasing access to the curriculum for pupils with a disability**

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| **Target** | **Activity & Key People** | **Outcome** | **Timeframe** |
| Continued training for teachers and support staff on Special Educational Needs & Disabilities | Review CPD training planReview the needs of children with specific issues, provide relevant training **SENCo & CPD Leader** | Teachers and support staff are aware of strategies to improve children’s access to the curriculum and likelihood of success Increase in access to the National Curriculum & EYFS Curriculum – barriers removed | Annual focus**Training re SEN, Diabetes, use of communication devices** |
| 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**Phase Leaders & Teachers** | All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements | Termly – report to Governors **Eg Yr 3 extra logistics to enable pupil with disability to go to underground air raid shelter.** |
| Classrooms are optimally organised to promote the participation and independence of all pupils | Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases **Teacher & SENCo** | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils | Annually but as needed with new pupils or staff joining schoolChanged classroom used by Yr 3 to meet needs.  |
| To provide specialist equipment to promote participation in learning by all pupils | Assess the needs of the children in each class and provide equipment as needed. e.g. special pencil grips, headphones, writing slopes etc..Use of technology where appropriate eg use of ipads, magnifying visualiser, and relevant software eg clicker. Staff to receive training on use of devices. **Teacher, LSAs & SENCo** | Pupil’s independence increasedPupil’s access to the lessons improved. Increase in access to the National Curriculum & EYFS Curriculum | Review termly as part of Learning Plan reviews.Ongoing eg use of coloured paper, grips, ipads, and specialist communication devices. Soft ware |

**Improving the accessibility of information for disabled pupils at Broke Hall Primary School**

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| **Target** | **STRATEGY/KEY PEOPLE** | **OUTCOME** | **TIMEFRAME** |
| To improve signage around school including visual clues to aid visually impaired and EAL pupils. | Use widget symbols to create door signs to inform pupils, new staff, visitors of the school particular use for the room and for them to identify important rooms.**SENCo, EAL Leader** | Signs to be used around school to easily identity the use of individual rooms. | Annually at start of each academic year.  |
| Use visual cues in the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs. | Use of visual timetables, calendars and relevant prompts/reminders. **SENCo, teachers, LSAs** | Pupil’s independence increased.Pupil’s aware of the routine of the day, with less concerns and therefore more able to learn.  | Annually but as needed with new pupils or staff joining schoolVisual timetables in place |
| To ensure that all parents and other members of the school community can access necessary information. | Written information will be provided in alternative formats as necessary. | Parents with particular needs will have the same access to information as any other parent | As required |

**References**

* The **Equality Act 2010** (EA) streamlines and strengthens anti-discrimination legislation across the board. It generally carries forward the protection previously provided by the Disability Discrimination Act 1995 (DDA). It also strengthens protection and links it more closely to other equality measures.
* The **Public Sector Equality Duty** under the EA is a requirement on public authorities to consider how their policies and measures affect disabled people.
* The **UN Convention on the Rights of Disabled Peopl**e sets out what governments should do to promote and protect disabled people’s rights.
1. Introduction to: “Schools and the Disability Equality Duty in England and Wales, Guidance for Governors, Head teachers, teaching and support staff working in schools in England and Wales.”
2. “Accessible Schools: Summary Guidance” ARCHIVED Doc (DfE)
3. Office for Disability Issues – www.odi.gov.uk
1. Office for Disability Issues ~ www.odi.gov.uk/ [↑](#footnote-ref-1)