

*“Learning Today, Leading Tomorrow”*



**Bishops Down Primary School**

[www.bishopsdownprimary.org](http://www.bishopsdownprimary.org)

# Accessibility Plan

Date Agreed:	September 2018
Date for Review:	Termly Spring 4, Summer 6 and Autumn 2
Reviewed and updated by:	Standards Committee

## **Single Equality Scheme**

This policy will be impact assessed. The following questions will be asked.

What have we found out?

What will we do about it?

## Introduction

At Bishops Down Primary School our values reflect our commitment to a school where there are high expectations of everyone.

**Achievement** *in personal goals and academic attainment*

**Self-belief**, *to be confident in different situations*

**Perseverance**, *to be resilient in times of change*

**Independence**, *to be a life- long learner*

**Respect** *for each other and the world around them*

**Equality** *for all*

Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is 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 of progress of the Accessibility Plan over a prescribed period.

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.

In addition, the revised SEN Code of Practice 2015 (DfE & DfH) also highlights the requirement for schools to ensure every pupil can access the curriculum by focusing on inclusive practice and removing barriers to learning.

The definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity (ADHD), diabetes, Tourette's or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website.

## **1. Aims**

Bishops Down 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 to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Bishops Down Primary School Accessibility Plan shows how access is to be improved for pupils with disabilities, 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 physical disability and/or sensory impairments, 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 schools 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;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve 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 timeframe.

The Bishops Down Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the 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. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

## 2. Planning

Bishops Down Primary School's Accessibility Plan shows how access is to be improved for pupils with a disability, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practical. The Accessibility Plan will contain relevant and timely actions regarding the following areas:

- **Physical Facilities** – addressing any alterations that may be required to the structure of the building or site to ensure access for pupils, staff, parents and visitors.
- **School Curriculum** – Including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.
- **Support Services** – access to services within and external to the school to support families where a disability is identified.
- **Awareness** – building awareness to services to staff through training and development and heightening children's awareness of issues related to disability.
- **Communication of information** – how information is communicated with in the school and to wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

Signed..... Date.....  
(Chair of Governors)

Signed..... Date:.....  
(Chair of Standards Committee)

Signed..... Date:.....  
(Headteacher)

## Bishops Down Primary School Accessibility Plan

An Access Audit was carried out by a variety of stakeholders in May 2018. A number of recommendations were made as follows:

Item	Activity	Timescale	Cost
<b>Car Park</b>	<ul style="list-style-type: none"> <li>Probably better to have 5 disabled bays in front of office windows</li> <li>Steps on crossing need dropping</li> <li>Pathway leading out of school not wide enough and no fence to driveway</li> <li>Hedge along pathway needs to be cut back as much as possible</li> </ul>	Long-term improvements needed - 2021	Capital Budget
<b>Entrance to playground (through gate)</b>	<ul style="list-style-type: none"> <li>needs yellow lines on uneven surfaces</li> </ul>	July 2019	N/A
<b>Year 5</b>	<ul style="list-style-type: none"> <li>portable ramp for class</li> </ul>	July 2019	N/A
<b>Garden area outside Y5 classes</b>	<ul style="list-style-type: none"> <li>Create sensory garden?</li> <li>Move plant trough to increase access (by Adrian's shed)</li> <li>Steps to garden need appropriate VI markings (bumps)</li> <li>Need wooden gate to steps by Adrian's shed</li> <li>Ridge/hole by side gate (ball-court/Y4) needs filling</li> </ul>	July 2020	Costs for gate, VI markings
<b>Quiet Garden</b>	<ul style="list-style-type: none"> <li>Ramp needed to quiet garden (opposite slope from Garden House)</li> </ul>	July 2019	Costs for ramp fitting

<b>Staff room</b>	<ul style="list-style-type: none"> <li>• Bags left by door to toilets – needs to be clear</li> </ul>	Immediate – CTs to monitor	N/A
<b>Y6 Oak</b>	<ul style="list-style-type: none"> <li>• Rug by external door needs rubber edging</li> <li>• Yellow stripes to be put on hand rails – ball court/Y6 Oak</li> </ul>	April 2019	Costs for rug
<b>Playground</b>	<ul style="list-style-type: none"> <li>• Repaint yellow on ramp and edge of friendship stop</li> <li>• Woods by Tardis and friendship stop would be better paved</li> <li>• Wooden bench outside Y3 (mobiles) needs removing</li> <li>• Handrail on steps outside mobiles needs repairing – temp cover with foam</li> </ul>	September 2020	Capital Budget
<b>Garden House</b>	<ul style="list-style-type: none"> <li>• Access outside Reception class isn't good – untidy</li> <li>• Steps need repainting (yellow edge) to Garden House</li> </ul>	April 2019	N/A
<b>Drama Room toilet</b>	<ul style="list-style-type: none"> <li>• Could this be a care room?</li> </ul>	Advice from KCC	
<b>Main Care Room</b>	<ul style="list-style-type: none"> <li>• Sink needs to be moved so it is accessible for children</li> </ul>	September 2019	

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**Action Plan A – Improving Physical Access / Facilities**

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Corridor	Keep corridors clear from obstructions.	Immediate	High	None	Ongoing	All staff
2	Disabled parking	Spaces to be provided / moved	2019-20	Low		Ongoing	HT / Site manager
3	Exit pathway out of school	Hedging to be kept back Fence to separate path and driveway	Immediate 2018-19	High Medium		Ongoing	HT / Site manager
4	High curbs / Uneven surfaces / handrails	All high curbs / uneven surfaces /handrails to be demarcated with yellow paint	Summer 2018	High			HT / Site manager
5	Year 5 classes	Portable ramp to be available for children who access clubs in these rooms	Summer 2018	High			Site manager
6	Garden area outside Y5 classes	Move plant trough to increase access (by Adrian's shed) Steps to garden need appropriate VI markings (bumps) Need wooden gate to steps by Adrian's shed Ridge/hole by side gate (ballcourt/Y4) needs filling	Summer 2018	Medium Low Medium High			Site manager
7	Main Care Room	Sink needs to be moved so it is accessible for children	Summer 2019	High	££		HT / Site manager

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**Action Plan B – Improving Curriculum Access**

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	Termly monitoring	High	SLT release costs		SLT
2	Interventions	Whole school Provision map to be created. Class Provision maps and PPPs to be updated by CTs termly.	Autumn 2018 Termly	High High			SENCO All staff
3	Classrooms are organised to promote the participation and independence of all pupils	Learning walks and observations in classrooms to include monitoring.	Termly	High			
4	Staff Training – Moving & Handling	Training for new staff as appropriate and update training	Termly	High	£85 pp	ONGOING as needed	SENCO
5	Staff training in supporting pupils with SEND – focus on key areas of need within the school: PD, SLCN, SPLD, ASD, Dyspraxia	Assistant Headteacher for Inclusion and Specialist TA to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary	Termly	High	CPD costs		SENCO
6	ICT Access Equipment / support	Ensure up to date and high quality ICT support for children with additional needs. Audit of equipment Update of equip.	Autumn '18 Spring '19	High	SEND budget		SENCO / James Curl

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**Action Plan C – Improving Support Services**

	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Specialist Support Forums	Attend all LIFT meetings incl EY PD steering group PDnet meetings FLO Meetings	Ongoing	High	Cost of meetings / conferences	Ongoing	SENCO / EY Lead / FSW
2	Community Nurse / Early Help	Make appropriate use of School Nurse / Early Help, signposting Parents when necessary.	Ongoing	High	None	Ongoing	SENCO / FSW
3	Steering Group as part of Complex Medical Needs & Physical Disability SRP	Meeting minutes feedback to all staff. Development of in-reach and outreach with other schools.	Termly meetings	High	None	Ongoing	SENCO

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**Action Plan D – Improving Awareness**

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Disability Awareness Day	To plan annual opportunities for children to learn about a range of disabilities.	Autumn Term	High		Ongoing	SENCO / FSW
2	To continue to challenge stereotyping through curriculum opportunities.	Planning time Subject leaders identifying opportunities i.e. disability sports, inclusive music events.	Ongoing	High		Ongoing	Class Teachers

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**Action Plan E – Improving Communication of Information**

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing	Medium		Ongoing	FSW
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	Ongoing	Medium		Ongoing	Admissions Officer / FSW