



Policy – Accessibility Plan

Date – September 2016

Review Date – September 2018

Based on – Bradford Council guidance

Signed by the Headteacher

Name _____

Signed on behalf of Governors

Name _____

Accessiblity Plan – September 2016

Aims of our school

1. Enable all pupils to reach their highest level of achievement and attainment in all areas of the curriculum.
2. As a church school, promote high standards of spiritual and personal development, recognising that this includes activities undertaken outside the school day.
3. Develop and implement consistent whole school policies which help children towards self-discipline and respect for themselves and others.
4. Maintain a well ordered and stimulating working environment by the use of effective classroom organisation, attractive displays and the ongoing development of the school grounds.
5. Encourage all pupils to become involved in the development of the school and grounds, to appreciate our surroundings and to develop a sense of responsibility for its upkeep.
6. Ensure that the statutory requirements of the National Curriculum are met and that the provision is both appropriate and relevant for each child.
7. To have assessment and planning procedures that ensure the continuity and progression of learning required for each child to reach his or her full potential.
8. Emphasise the vital and continuing role of parents in their child's education and involve them in that process through regular consultation and communication.
9. Ensure that all individuals working in the school receive the resources and training necessary to enable them to carry out their roles effectively and encourage continuing professional development.
10. To work with St Mary's church, the other local churches and the local community through regular visits and participation in local events.

Our Vision

Our school is strongly committed to providing a happy, secure and attractive environment in which all members of our school community - children, teachers, parents, ancillary staff and governors - work together in an atmosphere of friendship, tolerance and understanding. We strive to ensure that the children in our care are able to make the most of their educational opportunities and experiences, with the ultimate aim of preparing them for a confident and responsible adult role within our ever changing society.

Meeting the spiritual, emotional, intellectual and physical needs of our children, whatever their ability, is our priority. The provision of an accessible and appropriate curriculum is based on legal requirements and the needs identified within the school. To enable teachers and other staff to meet these demands, they will be supported professionally through access to relevant training. There will be careful and sensitive management of human, physical and financial resources to enable the school to make the most of educational and professional opportunities.

Central to the values expressed in our school is respect. Through respect, each one of us can recognise our own worth, the value in being part of the school community and also appreciate the rich diversity of the wider community. We promote a sense of respect for each other, responsibility towards property and an active concern for the needs of our local area, our country and the wider world. Recognising and valuing the different strengths, weaknesses and experiences each member of our community brings helps us support each other.

Our school places great value on its Christian values and works closely with St. Mary's Church, other Burley in Wharfedale churches and the local community. We place particular importance on involving parents through recognising and valuing their continuing role in the education of their children. By listening to their concerns, we hope to promote an atmosphere of mutual respect and a shared role in helping each child to reach their full potential. We develop appropriate codes of behaviour that support the values and aims of our school, ensuring that we can work together to provide the best possible education for all our children.

Accessibility Plan Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. 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.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan will be reviewed every two years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Burley and Woodhead CE Primary School the Plan will be monitored by the Headteacher and evaluated by the Health and Safety governor. The current Plan will be appended to this document.

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.

1) The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The Accessibility Plan is structured to complement and support the school’s Single Equalities Policy, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty. The Accessibility Plan will be published on the school website. The Accessibility Plan will be monitored through the Governing Body with delegation given to the Health and Safety Governor. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2) Burley and Woodhead CE 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.

3) Burley and Woodhead CE Primary School Accessibility Plan shows how access may need to be improved for disabled pupils, staff and visitors to the school within a given timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:

- 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 are 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 afterschool 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.

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

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

- Behaviour Policy
- Curriculum Policy
- Health & Safety Policy including risk assessment
- Special Educational Needs Policy

6) 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.

7) 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.

Aims

Our Aims are:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of information to pupils,

Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

Physical Environment

There are no areas of the school to which disabled pupils have limited or no access at the moment. Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible.

Curriculum Through Planning for Individual Need

We aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical

impairment, however all reasonable adjustments are made to support as full an involvement as possible.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

Access Audit

The school is a one storey building. This ensures the whole building can be accessible to all. The main corridors are wide. People can enter the building from several access points outside. On-site car parking for staff and visitor includes a dedicated disabled parking bay. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby. There are disabled toilet facilities available. This is fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans will be put in place as required.

Management, coordination and implementation

- We will consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

Physical & Medical Team Accessibility Audit

School	Burley and Woodhead CE Primary School		
P&M Teacher	D. Craig	Date	15.6.16
School contact	L. Hood	Designation	Administrator

	Identified Facilities	Tick	Comment
Building Accessibility	Is there any building work planned for future? Will there be any implications for accessibility e.g. I.C.T. suite upstairs etc?		No
	Can pupil in wheelchair access all external doors inc. front door?		Yes- Ramps present
	Can pupil in wheelchair access all internal doors?		Yes
	Can pupil in a wheelchair access fire doors?		Not when shut
	Can pupil in a wheelchair access all corridors?		Yes
	Is there anywhere that is inaccessible due to steps?		No- flat site
	Is there a lift? Can it be used in a fire? Can pupils reach controls themselves?		N/A
	Is there a stair lift?		N/A
	Are there handrails on both sides of stairs?		N/A
	Is there ramped access into all buildings?		Yes
	Is the size of the classrooms suitable? (inc. turning facilities for wheelchairs)		Yes
Toileting and Personal Care	Is there a disabled toilet with drop down bars?		Yes- on right side of toilet
	Is the toilet centrally placed so the wheelchair or staff can go either side?		Yes
	Is there a hygiene room?		Yes
	Is there tracking for hoist in the hygiene room? Is it regularly serviced?		Yes- not in use so not regularly serviced

	Is there a mobile hoist? Is it regularly serviced?		No
	Is there a changing bed/ shower bed? Is there space for one?		Yes currently in medical room but would fit in hygiene room if needed
	Is there a shower? Who uses it?		No
	Are the taps/ washbasins accessible for wheelchair users?		Yes- lever taps
	Can light switches/ alarms/ paper towels be accessed by pupil in a wheelchair?		Yes
	Is the room well ventilated? Is this regularly checked?		Yes
	Is there suitable storage for items such as wipes/ nappies?		Yes
Break and Lunchtime facilities	Can a pupil in a wheelchair access the dining hall?		Yes
	Can a pupil in a wheelchair make independent meal choices i.e. is food in reach of a wheelchair?		Yes
	Are the playground/ outside areas wheelchair accessible?		Yes
	How long are break and lunch breaks?		1h lunch KS1 Break 15 mins am and pm KS2 break 15 mins am
Curriculum Areas	Can a pupil in a wheelchair sit with friends in class?		Yes
	Are there height adjustable tables?		Yes – single sized height adjustable table
	Are there any curriculum areas that are inaccessible to pupils in wheelchairs?		No
	Do pupils in wheelchairs actively participate in P.E. and Games lessons with other pupils?		n/a
	Do pupils in wheelchairs actively participate in practical lessons e.g. science/ technology lessons with other pupils?		n/a
	Is there any specialist equipment in curriculum areas e.g. food technology		n/a
	Is there access to alternative methods of recording e.g. specialist keyboards, Dictaphones, trained amanuenses?		IPad, Netbooks and PCs used in school
Pastoral Areas	Can pupils in wheelchairs who require transport access afterschool clubs?		N/a
	Are there any sports clubs run by the school that would welcome pupils in wheelchairs?		N/a

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	Is there a buddying system in school?		Yr 6 support Reception children
Fire Safety	Are there P.E.E.P.s in place?		N/a
	Are there Evac chairs? Is there regular training?		n/a
Medical Needs	Where are medicines kept within school?		Office- also medical room with changing bed.
Physiotherapy	Is there a designated place for physiotherapy sessions?		n/a
School Accessibility Plan	Do you have a school accessibility plan? Can I have a copy?		Yes- emailed

Accessibility Audit Summary

	Currently school can accommodate	School could accommodate with minor adjustments	Major adjustments would be necessary
Mobile pupils with walking difficulties	Yes		
Pupils who use wheelchairs but can transfer independently or with minimal assistance.	Yes		
Pupils with significant and complex needs requiring hoisting etc.	Yes		

Additional Comments

Single form entry school, fully accessible.

PLAN TO IMPROVE ACCESSIBILITY AT BURLEY AND WOODHEAD CE PRIMARY

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if:

- a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others
- the risk assessment of a trip shows that the risk of taking a child on an educational visit is too high and would potential endanger the safety of the child or others

Objective	Action	Time / cost	Responsibility	Impact
Increase confidence of all staff in differentiating the curriculum	Audit of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required	Ongoing SC Dyslexia training Aut '16	SENCo	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure teaching assistants have specific training on disability issues	Weekly TA training Needs of individual children shared	Ongoing	SENCo	Raised confidence and impact of TAs on individual pupil attainment
Introduce termly ISAR (inclusion and SEN action record) meetings with parents	SENCo to introduce and lead first meeting Appropriate paperwork shared	Autumn 2016 then ongoing	SENCo	Parents have input into child's access to curriculum
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	SENCo	All staff aware of individual's needs
Use ICT software to support learning	Make sure software installed where needed	As required	IT manager	Wider use of SEN resources in classrooms
All educational visits to be	Develop guidance for staff on	Spring 2017	EVC and HT	All pupils in school able to

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accessible to all	making trips accessible Ensure each new venue is vetted for appropriateness			access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	By July 2017	P.E. subject leader	All to have access to P.E.

Improving access to the physical environment of the school

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Objective	Action	Time / cost	Responsibility	Impact
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	Annual audit of school building by Physical and Medical team at Bradford Council Implement recommendations from audit Signage in entrance and in paperwork in induction asking visitors, new parents and staff to identify any specific access needs	Annually Ongoing	SBM SBM	Building is usable by all Any issues identified and actioned to improve accessibility
Year 3 toilets are redesigned to ensure disabled access	Tender job to redesign Year 3 toilets and cloakrooms	Autumn 2016 (if tender is acceptable to governing body, start building work Summer 2017)	HT and Finance/Health and Safety governors	All toilets across school are accessible by all
Improve signage and external access for visually impaired people	Yellow strip mark step edges	Spring 2017	Site Manager	Visually impaired people feel safe to access school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their	Ongoing	SENCo SBM	All disabled pupils and staff working alongside are safe in the event of a fire

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	responsibilities			
All fire escape routes are suitable for all	Ongoing checks of all fire escapes through the year	Ongoing	SBM Site Manager	Everyone to have safe independent egress
Ensure equipment in school meets needs of all pupils (.e. hearing impaired, sight impaired)	Seek support from external agencies involved with the child with regards to suitable equipment as needed	ongoing	SENCo	All children have access to equipment they need round school

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Objective	Action	Time / cost	Responsibility	Impact
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired.	During induction On-going Autumn 2016 as new website is developed	SBM IT Manager	All parents receive information that they need in a form that they can access
Ensure the delivery of information in writing in an appropriate format	Provide suitable information for children dependent on need (e.g. different coloured paper, enlarged, etc) ISAR meetings to discuss if school provision is meeting	Ongoing	SENCo	All children can access written information

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	children's needs			
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	Autumn 2016 as new website is developed	IT manager	All can access information about the school

Joanne Siddall
September 2016