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BUSBRIDGE CE (Aided) JUNIOR SCHOOL

Accessibility Plan

This policy was updated by the Governing Body in the autumn term 2015

It will be reviewed in the autumn term 2018

Background information:

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 must be reviewed every three years and approved by the Governing Body. The current Plan will be appended to this document .

At Busbridge Junior 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.

The Accessibility Plan is structured to complement and support the school’s Equality Plan. 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.

Busbridge Junior 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.

Our Accessibility Plan shows how access is to be improved for disabled pupils, 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 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 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.

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

- Behaviour Management Policy
- Teaching and Learning Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Improvement Plan
- SEND Policy

The Accessibility Plan will be published on the school website. The Accessibility Plan will be monitored through the Governor Resources committee. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

2. Aims and Objectives

Our Aims are:

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

Access Audit

The school is a single storey building with wide corridors and several access points from outside. There are ramps to enable disabled access to all of our buildings. The hall is on the ground floor and is accessible to all. On-site car parking for staff and visitor includes dedicated 'reserved' parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. There are disabled toilet facilities available, in each building on the school site. All these are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.

Management, coordination and implementation

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

Action Plan

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Short Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with Infant schools to review potential intake for Sept 16	To identify pupils who may need additional to or different from provision for Sept 16 Intake	July 2016	HT Lower School Phase Leader	Procedures/equipment/ ideas set in place by Sept 2016 as required
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	HT All Teachers	Clear collaborative working approach

To establish close liaison with outside agencies for pupils with on going health needs. Eg Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing	HT Teachers TAs Outside agencies	Clear collaborative working approach
To ensure full access to the curriculum for all children.	CPD for staff and: <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • A range of support staff including trained teaching assistants • Specific equipment sourced from occupational therapy as required 	Ongoing	Teachers SENDCO	Advice taken and strategies evident in classroom practice. ASD children supported and accessing curriculum.
To finely review attainment of all SEN pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers SENCO	Progress made towards IEP targets Provision mapping shows clear steps and progress made
To promote the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> • Wheelchair access • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 	Ongoing	Whole school approach	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.

Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	HT	Enabling needs to be met where possible.
Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.
Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of IEP process • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. 	When required	Teaching and non-teaching staff, SENDCO	Enabling needs to be met where possible.
Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	HT	Enabling needs to be met where possible.
Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> • Utilise disabled parking spaces for disabled to drop off & collect children 	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	HT SENDCO	
Continue to develop playgrounds and facilities.	Look for funding opportunities/PTA funding (FOB)	Ongoing	Whole school approach	Inclusive child-friendly play areas.
To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week Bikeability for Year 6 children	Ongoing	PSHE Co-ordinator SMT	No accidents
To maintain accreditation of Healthy Schools award	Continue to work towards Healthy Schools and Eco schools targets	2015	PSHE/Healthy School Co-ordinator Whole school approach	Achievement of award