

# BRIXHAM CHURCH OF ENGLAND PRIMARY SCHOOL



## **ACCESSIBILITY PLAN 2018-2021**

<b>Date:</b>	11 <sup>th</sup> June 2018	<b>Agreed by:</b>	Leadership
			FGB New Cycle
<b>Review Period:</b>	Triennial	<b>Next Review:</b>	June 2021

## Brixham C of E Primary School Accessibility Plan 2018 – 2021

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.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, 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 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 Brixham Church of England 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 Management Policy
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

## Section 1: Aims and objectives

The table below sets out how the school will achieve these aims.

### Aim 1: Increase access to the curriculum for pupils with a disability

Our aims are to:

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

TARGETS	ACTIONS	TIMESCALE	RESPONSIBILITY	OUTCOME
Classrooms are organised to promote the participation and independence of all pupils	Audit of resources to ensure that lessons are planned to meet the needs of all pupils in the class.	In preparation for September 2018	Head in consultation with CTs	All children can access resources and an environment which supports them to make progress in their learning.
Ensure that children with a disability have opportunities to access extra-curricular opportunities.	Lesson planning takes account of the needs of the individual	Ongoing	CTs	All children have access to extra-curricular activities to enhance their learning experiences..
Adapt the curriculum as required to meet the needs of individual children	Liaise with parents and outside agencies to inform ISPs. Ensure ISPs are written and reviewed regularly, being working documents. Ensure that TAs receive appropriate training to meet the needs of the children in their care. Access to Computer technology provided where required.	Termly, and as required.  Ongoing  Ongoing  Ongoing	SENCo with CTs	The curriculum meets the needs of all.
Adapt provision (including opportunities for 1-1 and small groups) as required.	SLT monitor SEN TA provision to ensure children's needs are appropriately met	Ongoing	Led by SENCo	Provision for those who need to work in an alternative environment or grouping is made available.
Ensure that disabled children have opportunities to participate in music, PE and drama activities	Lesson planning takes account of the needs of the individual	Ongoing	CTs – in consultation with subject leads and SENCo.	Children with disabilities enjoy a broad and balanced curriculum – so that they can access Life in all its Fullness,

Aim 2: Improve and maintain access to the physical environment

TARGETS	ACTIONS	TIMESCALE	RESPONSIBILITY	OUTCOME
School is aware of the access needs of children with disabilities	Create access plans as part of ISP process.	ongoing	SENDCo with CTs	Individual plans in place.
Ensure that all disabled pupils can be safely evacuated / cared for in case of fire, bomb scare or lockdown	Put in place Personal Emergency Evacuation Plans for all children  Develop systems to ensure all staff are aware of their responsibilities	By September 2018  By September 2018	SENCO /Headteacher/ governing body	All disabled children and staff working with them are safe and confident in event of fire, bomb scare or lockdown.
Walkways	Keep corridors clear from obstructions.	Ongoing	All staff	All walkways free from obstructions

Aim 3: Improve the delivery of information to pupils with a disability

TARGETS	ACTIONS	TIMESCALE	RESPONSIBILITY	OUTCOME
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	SENDCo in consultation with CTs	Written material in alternative formats is made available
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.	By September 2018	SENDCo in consultation with CTs	Accessible documentation on website.

## Section 2: Access audit

Feature	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Parking bays	2 Visitors Parking bays. No dedicated disabled parking bay.	Investigate possibility of allocating a bay as disabled access. Monitor use of parking spaces to ensure they are being used correctly	Caretaker	Ongoing
Entrances	Entrances to all classrooms, library, hall and offices are accessible.	Monitor entrances to ensure they are maintained and kept free of obstructions.	Caretaker	Ongoing
Ramps	Ramps into class 1 and the library are in good condition.	Monitor ramps to ensure they are maintained and kept free of obstructions.	Caretaker	Ongoing
Toilets	Fully accessible toilets are located in the hallway adjacent to the staff room and in the nursery classroom. All other toilets also have level access but their size means they are not accessible for people using large mobility aids or wheelchairs.	The small size of the school means suitable toilets can be quickly accessed by pupils and staff.  Monitor and maintain.	Caretaker	Ongoing
Reception area	Automatic doors and level access.	Monitor and maintain.	Caretaker	Ongoing
Emergency escape routes	Clearly marked, level access or ramps throughout. Signs have symbols as well as text	Monitor to ensure escape routes are maintained and kept free of obstructions.	Caretaker	Ongoing
The Lodge	Step down and grass/ gravel outside the lodge mean it not fully accessible.	Activities that are planned to take place in the lodge should be moved to another location within the school if a participant is unable to access the area.	Caretaker	Ongoing