



Bromesberrow St Mary's
C of E (V.A.)
Primary School

Accessibility Policy

2019 - 2022

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are committed as a school through our vision to developing potential without limitations and we are proud to live this out! As a Church of England school we are all about 'welcome' and nurture of the whole child, pastoral, emotional and social, as well as academic.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

We work closely with the Local authority, Diocese of Gloucester and School House Trustees to ensure that our buildings are accessible to all and updated to reflect new developments to support and enable inclusion.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, please consult our complaints policy.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff, parents and governors when helpful.

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

: This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Red are actions we need to undertake as part of our Review Process.

<u>Objectives</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>	
<p>To be aware of the access needs of disabled children, staff, governors and parents/carers and to:</p> <p>Ensure the school staff & governors are aware of access issues</p>	a) To create access plans for individual disabled children as part of the My Plan/My Plan +/EHCP process and/or through Medical Care Plans.	As required	SENCO / class teacher	My Plans/ My Plan +/EHCP are in place for disabled pupils, and all staff are aware of pupils' needs. Medical Care Plans in place where needed.	
	b) to ensure all members of the school community can access areas of school	On-going assessment as needed		The needs of all are met. Continuously monitored to ensure any new needs arising are met.	
	c) On-going open communication with school community to discuss and address access concerns/difficulties as they arise.	On-going process	FGB	There is full access to all areas of school .	
	d) My Plans/ My Plan +/EHCP/medical care plans to be shared with all relevant professionals/staff and volunteers when appropriate.	My Plans/ My Plan +/EHCP/medical care plans to be updated regularly in consultation with parents, staff, child and professionals.		Headteacher and FGB	Access to school environment and curriculum is regularly reviewed and consulted upon.
	e) SEND information report		Action by December	SENCO	Professionals, staff and key volunteers are aware of needs of SEN children at all times and are responsive and reactive to changes.

	<p>developed as part of the SEND policy and published for parents on website, with an accompanying leaflet (simplified, at a glance version)</p> <p>f) Early Help Offer (as part of Safeguarding Policy) to support inclusion and to identify risks early on to enable professionals to support families.</p>	2019	DSL, SENCO and SEN Governor	Parents informed about the services we and the local authority offer.
Ensure everyone has access to reception area	<p>a) ensure that nothing is preventing wheelchair access</p> <p>b) to improve our entrance so that it complies with Safeguarding expectations to ensure that there is a controlled and accessible access route into school.</p> <p>c) To improve our gate system, so that the playground has better controlled access.</p>	<p>Daily check to ensure the area in clear of obstructions</p> <p>ongoing</p> <p><i>Action: to consult with trustees and diocese to raise funds for building work and adaptations to be made. Summer 2020 build.</i></p> <p><i>Consult with Stroud Alarms and Governors as part of Health and Safety Audit November 2019</i></p> <p><i>As part of building</i></p>	<p>H&S Governor and HT</p> <p>H&S, Finance Committee and PTFA</p>	<p>Disabled parents / carers / visitors feel welcome.</p> <p>Visitors can sit down if waiting for reception and to collect children.</p>

	d) to include a seating area in the first planned entrance, so that there is somewhere for visitors to sit comfortably.	<i>plans</i>		
Maintain safe access for disabled people	Remove the steps and ramp system on entry to the school reception and just have one ramp access with an easier entry.	<i>Action: to consult with trustees and diocese to raise funds for building work and adaptations to be made. Summer 2020 build.</i>	FGB, Trustees and Diocese	Safe and welcoming access to the school for all.
Ensure all disabled people can be safely evacuated	<p>a) Ensure there is a personal emergency evacuation plan for all disabled and pupils with SEN as needed.</p> <p>b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the individual needs of specific pupils.</p> <p>c) All staff to have regular fire awareness training.</p> <p>d) Evacuation point clearly marked on Gazebo.</p>	<p>When required</p> <p>.Regular staff SENCO meetings</p> <p>Annual</p> <p>Check this is well maintained and clearly visible through</p>	<p>SENCO</p> <p>Headteacher</p> <p>Head Teacher</p> <p>FGB</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation.</p> <p>Disabled people in wheelchairs can be evacuated quickly and easily</p> <p>Staff know their roles and responsibility</p>

		regular checks.		
Regularly assess the needs for new equipment based on the needs of our school community e.g. hearing loops, sensory spaces	Take advice on appropriate equipment if this becomes necessary	As required	Headteacher	All children have access to the curriculum
Ensure there are enough fire exits around school that are suitable for people with a disability	<p>a) Ensure staff are aware of need to keep fire exits clear.</p> <p>b) Fire exit map as part of Fire/Crisis Management Policy</p>	<p>Daily</p> <p>Regularly reviewed</p>	<p>All staff/Headteacher</p> <p>FGB, Headteacher and School Business Manager</p>	All disabled personnel and pupils have safe independent exits from school

4. Monitoring arrangements

This document will be reviewed formally every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) policy and information report
- Supporting pupils with medical conditions policy
- Safeguarding Policy

Appendix 1: Accessibility audit

Based on Red Actions and Health and Safety Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				

Emergency escape routes				
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