

BANKFOOT PRIMARY SCHOOL

Accessibility Plan			
Date	Review Date	Coordinator	Nominated Governor
October 2019	July 2022	Headteacher	TBC

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Disability Discrimination Act 1995
- SEN and Disability Act 2001 (SENDA)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Equality Act 2010: Advice for Schools (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

DEFINITION OF DISABILITY

'A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.' (Equality Act 2010)

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.

It is our duty to prepare and publish a disability equality scheme that will outline accessibility to the school premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for school personnel and pupils which result in improved outcomes for disabled pupils, parents/carers and school personnel in all aspects of school life.

We are committed to providing an accessible environment which values and includes all pupils, school personnel, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

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We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Due to the current restrictions on our building we are aware that it is difficult to offer full access for wheelchair users to certain areas of the building. We are looking at reasonable adjustments.

Planning duty 1: Improving Access to the Curriculum for all learners with specific needs

Target	Strategy	Outcome	Timeframe	Impact
Revised training for all staff in teaching children with special educational needs	SENDCO to audit training needs and organise training in line with the needs of pupils	All staff have a clear understanding of the needs of children with a need and know how to make the curriculum accessible to them	Annually when required	Child with SEND are fully included in all aspects of school life.
Training for all staff teaching children with medical needs <ul style="list-style-type: none"> • diabetes • epipen • first aid 	SENDCO to organise training at least annually	All staff have a clear understanding of the needs of children and know how to ensure the curriculum accessible to them.	Annually when required	Child with SEND are fully included in all aspects of school life. Their medical needs are addressed so they are safe, healthy and able to learn.
Improve provision in school using 3 EEF documents to benchmark activities	Implement strategies identified Special Educational Needs and Disabilities Making best use of teaching assistants Improving Social and Emotional Learning in Primary Schools	Members of school community increase their understanding of the needs of learners and develop a wider range of skills and strategies to meet the needs of SEND learners	September 2019 to July 2021	Children make good and better progress in all aspects of their learning

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Planning duty 2: Improving Physical Access

Target	Strategy	Outcome	Timeframe	Impact
To maintain the disabled toilets within school	Ensure Site Manager facilitates annual checks and develops appropriate storage facilities. Site Manager to ensure these rooms are accessible at all times.	There will be three clean, appropriate disabled toilets within school.	Ongoing	There will be disabled toilets accessible for anyone with accessibility issues to use within school
To ensure all corridors are clear	Daily checks to be carried out by Site Manager and all staff.	All children, staff and visitors with physical needs will be able to move around the school easily.	Ongoing	Good physical access around the school
Risk assessment and PEEPs completed if a child has a need	Safeguarding Leads and class teachers to complete as required.	Children and staff with physical needs are able to move around school safely.	As required	Good physical access around the school.
Classroom/ area risk assessment to be completed	Safeguarding Lead to initiate and check annually.	All classrooms safe environments for all children and adults.	Annually	Good physical access in each classroom/ area of the school.
Consider reasonable adjustments to the building	Work with the LA to undertake look at options for making the school fully wheelchair accessible	Adjustments are made where possible	Starting October 2019	School is accessible for wheelchair users

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Planning duty 3: Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Impact
To ensure that written materials are available in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	School are aware of services that can produce written material in different formats	Ongoing	When requested written materials can be provided in alternate formats
To review documentation on website to check accessibility.	ICT technician to check that the school website is accessible and meets accessibility requirements.	ICT technician makes appropriate amendments to the website.	Ongoing	Website is accessible to all.
To make written communication more accessible to all adults	Purchase Hemingway App for SMT to work documents	Staff are able to write documents that are less worthy	Ongoing	Documents easier to understand and more accessible for parents
To subscribe to Enable2 to access interpreters for families who do not have a member of staff who speaks their language	Plan meetings with interpreters at least termly to be part of meeting with staff and parents	Communication with home is improved	Ongoing	Learners receive better support Parents are more informed

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school

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Aim

- To ensure that all school personnel with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the school premises.
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- To reduce and eliminate barriers to access the curriculum and to have full participation in the school community for pupils, prospective pupils and our adult users with a disability.
- To ensure compliance with all relevant legislation connected to this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- a duty to comply with the Disability Discrimination Act 1995 and with the Disability Rights Commission Code of Practice (2002);
- a duty under the DDA (as amended by the SENDA) to publish an Accessibility Plan to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- the responsibility to work with parents to ensure the full needs of each child are met
- the responsibility of providing all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet their needs and learning styles;
- the responsibility endorse the key principles in the National Curriculum 2000 framework which underpins the development of a more inclusive curriculum by:
- responsibility for ensuring that the school complies with all equalities legislation;
- nominate a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
 - determining this policy with the Governing Body;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the Governing Body.
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Headteacher;
 - ensure this policy and other linked policies are up to date;
 - attend training related to this policy;
 - report to the Governing Body on the success and development of this policy.

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Role of the Headteacher

The Headteacher will:

- work closely with the Equal Opportunities Committee;
- work closely with the link governor;
- in conjunction with the Governing Body devise a new plan every three years;
- oversee the implementation of the policy, Scheme and Plan;
- annually review and adjust the Accessibility Action Plan;
- organise ongoing awareness raising and training for school personnel and governors in the matter of disability discrimination;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- report to the Governing Body on the procedures in place for school personnel with disabilities;
- inform the Governing Body on the training programme for school personnel;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors;
- monitor the effectiveness of the Disability Accessibility Plan for Pupils;
- annually report to the Governing Body on the success and development of this policy.

Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school;
- develop a voice for pupils, school personnel and parents/carers with disabilities in review meetings; by taking part in questionnaires; through discussion in PSHCE and SEAL projects; and through the school council.
- ensure disabled pupils participate in all school events and activities;
- work hard to eliminate harassment and bullying;
- promote throughout the school positive attitudes towards people with disabilities;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

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Role of the Finance and General Purposes Committee

- undertaking a needs analysis that will identify what improvements to the school building plus other issues that need to be taken into account;
- identifying what needs to be done to increase the extent to which disabled pupils can fully participate in the curriculum that the school provides;
- identifying what needs to be done to improve the physical environment of the school that will increase the extent to which disabled people can have access to the education and other services that this school offers;
- identifying what needs to be done to improve communicating written information to disabled people;
- helping pupils to recognise, understand and learn how to treat people with disabilities by:
 - identifying different kinds of disabilities
 - visualizing what it might feel like to be disabled
 - supporting and interacting with disabled people
 - empathising
- ensuring good lines of communication are in place with parents namely:
 - newsletters
 - school website
 - annual pupil reports
 - termly parent-teacher consultations
 - PTA events
- identifying what needs to be done to improve our programme of extra-curricular activities that will be to the benefit of our disabled pupils;
- identifying what needs to be done to improve our provision of courses for adults and families who have particular needs in the community;
- identifying the training needs of school personnel;
- annually review this policy and the Disability Accessibility Plan.

Role of School Personnel

School personnel will:

- implement and comply with the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- report any concerns they have on any aspect of the school community;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers, keeping them up to date with their child's progress and behaviour at school.

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Role of Pupils

Pupils must:

- learn to recognise, understand and learn how to treat people with disabilities by:
- treat others, their work and equipment with respect;
- liaise with the school council;
- take part in questionnaires and surveys.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

Training

All school personnel will

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy
 - Inclusion
 - Special Educational Needs and Disabilities
 - Equal opportunities
 - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Headteacher:		Date:	
Chair of Governing Body:		Date:	