

ACCESSIBILITY PLAN - April 2012 - 2016

Burton Bradstock CE (VC) Primary School

This document provides a framework on which schools can base their arrangements for Accessibility Plans that are compliant 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 on progress of the Accessibility Plan over a prescribed period.

1. The **Burton Bradstock Primary School** Accessibility Plan has been drawn based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school¹ and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three² years period ahead of the next review date.
2. 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 LA 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.
3. We are 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.
4. The **Burton Bradstock Primary School** Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain 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 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 school 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 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 handouts, timetables, textbooks and information

¹ Include the Diocese in consultation when applicable.

² Schools may like to align the Accessibility Plan with the frequency of review of the School Equality Objectives

about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6. 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.
7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Curriculum Policy
 - Equality Objectives (required from April 2012)
 - Single Equality Policy
 - Staff Development Policy
 - Health & Safety Policy (including off-site safety)
 - Special Educational Needs Policy
 - Behaviour Management Policy
 - School Development Plan
 - Asset Management Plan / Suitability Survey
 - School Brochure / Prospectus and Vision Statement
8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and 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.
9. 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.
10. The School Brochure / Prospectus will make reference to this Accessibility Plan.
11. The School's complaints procedure covers the Accessibility Plan.
12. The Accessibility Plan will be published on the school website.
13. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the "Dorset Accessibility Strategy."
14. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

Approved _____

DATE _____

Review date _____

Accessibility Plan - April 2012-2016: Improving the Curriculum Access

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
To ensure that CPD is available so that staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, inset Analyse needs of children for the next academic year	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum Monitored by Governors	Annually in September	Increased access to an appropriate curriculum for all pupils
To access outside agencies who are able to offer expert advice and support	Identify resources that are available e.g. HVSS, SALT, Outreach from Mountjoy	There are specialist facilities and expertise ensuring full access for all pupils	Ongoing	Support for staff, pupils and parents is effective
All out-of-school activities, including trips and residential, are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers (e.g., Count Me in, Sure Start) that comply with all current and future legislative requirements Monitored by Governors	Ongoing To include reporting trips to Governors annually Participation in after school clubs reviewed annually	Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils
To ensure classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	At the start of each academic year, or as occasion demands	More time available for pupils to participate in curriculum activities
Training for Governors, Pupils and Parents in terms of Raising Awareness of Disability Issues	Provide training for governors, pupils and parents to raise awareness	Whole school community aware of issues relating to Access	Annual SEND report to Governors by SENCO Circle time for pupils	Society will benefit by a more inclusive school and social environment
To deploy Teaching Assistants effectively to support pupils' participation	Review needs of pupils within each class and staff accordingly Ensure staff skills are matched to pupil needs	Pupils needs are appropriately met through effective deployment of skilled support staff	Ongoing	All pupils are supported to achieve their full potential

Accessibility Plan - April 2012-2016: Improving the Physical Access

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME
Approach to school	To ease access into school (The school has no designated parking or car park)	Use cones to reserve space near school when needed Agree parking availability with two local pubs to reduce congestion	n/a
All areas	<ul style="list-style-type: none"> ◦ Signage ◦ Contrasting colours of door furniture to aid visibility ◦ Improve furniture layouts to increase access ◦ Security access 	<ul style="list-style-type: none"> ◦ Consider locating colour and tactile signs ◦ Replace and upgrade on rolling programme ◦ Assess annually depending upon school use ◦ Staff to be aware of mobility and H&S issues ◦ Lower security buzzer to enable use by all 	Annual audit carried out by small group of staff/governors 2015/16
KS1 Classrooms	<ul style="list-style-type: none"> ◦ Audibility 	Sound proofing boards to be fitted	All classrooms hall and library have soundproof boards fitted by Summer 2014
Corridors around school	<ul style="list-style-type: none"> ◦ Remove trip hazards ◦ Observe fire exit routes ◦ Increase signage and aids for visual and hearing impaired 	Identify appropriate storage for equipment and ensure that items are not left indiscriminately Remove obstacles around signed emergency routes	Termly during H&S audits

Accessibility Plan - April 2012-2016: Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.	When need arises/when requested	Delivery of information to disabled pupils and parents improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it, including text messaging	All school information available for all through hard copy, website and other formats	Ongoing – as technology develops	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment, as required	Get advice from HVSS on alternative formats and use of IT software to produce customized materials.	All school information available for all	When need arises	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of using a range of communications systems according to individual need	Strategies embedded in the classroom e.g. visual timetables On-going Performance Management arrangements Training on range of issues such as functional use of language, Signalong and managing SALT plans Other training as required	Adults are aware that they are catering for a variety of different needs	Ongoing CPD timetable (see SEND action plan)	School is more effective in meeting the needs of pupils.