



**Burton Bradstock CE Primary School**

**Part of the Minerva Learning Trust**

# **Accessibility Plan**

**September 2018 to  
September 2021**

## 1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

A person has a disability if they have a **physical** or **mental impairment** that has a **substantial** and **long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

This is the Accessibility Plan for Burton Bradstock CE Primary School.

## 2. Other policies

Our Accessibility Plan complements and supports our:

- *Special educational needs and disability* policy and related *SEN information report*;
- policy for *Supporting pupils at school with medical conditions*; and our
- Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Curriculum Policy
- Health & Safety Policy (including off-site safety)
- Policy relating to Behaviour
- School Development Plan

## 3. Our vision and aims

Burton Bradstock CE Primary School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

#### **4. Current good practice**

##### **Identification**

Burton Bradstock CE Primary School asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary. We work closely with pre-schools to ensure that the transition into primary education goes smoothly. We also work with colleagues as part of the Minerva Learning Trust.

##### **Curriculum**

Burton Bradstock CE Primary School has improved access to the curriculum for disabled pupils through the following means:

- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of ASD, Tourettes Syndrome, epilepsy, attachment disorder and Dyslexia on learning;
- organising classrooms so that they promote the participation and independence of all pupils e.g. working walls, Visual timetables, use of ICT;
- modifying worksheets and curriculum content where necessary to support children with additional needs
- Out of School Clubs are planned so that disabled pupils can access these

##### **Physical Environment**

Burton Bradstock Primary School has already improved the physical environment of the school to increase access for disabled pupils by:

- providing flat or ramped access to most school entrances;
- providing an accessible toilet
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the classrooms;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- applying acoustic panels to walls and ceilings to improve sound quality for pupils with a hearing impairment;
- providing fabric blinds/curtains, carpets and rubber seals to doors to improve sound quality;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.

## Information

Burton Bradstock CE Primary School already makes written information more accessible to disabled pupils through:

- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- using social stories and picture symbols to explain school rules for pupils who benefit from this.
- supporting parents to complete on-line forms
- modifying written information as needed

## 5. Implementation

Our Accessibility Plan shows how access to Burton Bradstock CE Primary School will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from the Local Authority and in liaison with pupils, parents, staff and governors of the school and the Minerva Learning Trust. It will advise other school planning documents.

Burton Bradstock CE Primary School will work in partnership with the Local Authority and the Minerva Learning Trust in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

Burton Bradstock CE Primary School's Accessibility Plan will be implemented by the Headteacher.

Sufficient resources will be allocated by Burton Bradstock CE Primary School to implement this Accessibility Plan.

## **6. Monitoring**

The Burton Bradstock CE Primary School's Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Local Governing Body. The governing body will monitor Burton Bradstock Primary School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Burton Bradstock CE Primary School's complaints procedure covers the Accessibility Plan.

Approved \_\_\_\_\_

DATE \_\_\_\_\_

Review date \_\_\_\_\_

**Burton Bradstock Primary School ACCESSIBILITY PLAN - September 2018 to September 2021: Improving access to the curriculum**

7 <u>What needs to be done?</u>	8 <u>How will this be achieved?</u>	9 <u>Who is responsible?</u>	10 <u>When will this be done?</u>	11 <u>How can we tell if this is successful?</u>
<p>All out of school activities are planned in advance to ensure that all pupils with a disability are able to take part.</p>	<ol style="list-style-type: none"> <li>1. Ensure all school staff are aware of the duties on schools set out within the Equality Act 2010 and the need to provide reasonable adjustments through INSET training</li> <li>2. Review all upcoming out of school activities ensuring that sites are suitable for all children with a disability, whether this be for physical access, to ensure sensory needs can be catered for, etc.</li> <li>3. Consider any reasonable adjustments required to enable pupils with a disability to take part in the out of school activities, including travel requirements.</li> </ol>	<p>Headteacher and responsible governor</p> <p>Senior Leadership Team</p> <p>Individual class teachers and SENCO</p>	<p>On a termly basis as activities are planned</p>	<ul style="list-style-type: none"> <li>• No out of school activities are planned without consideration of how pupils with a disability will be included;</li> <li>• All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements;</li> <li>• Pupils with a disability have access to all school activities such as trips out, residential visits, extended schools activities and sporting events</li> <li>• Pupils and their families feel included in out of school activities.</li> </ul>
<p>Ensure that CPD is available so that staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them</p>	<ol style="list-style-type: none"> <li>1. SENCo to update SEN register and carry out an audit of children's needs</li> <li>2. SENCo to ensure that there is a programme of CPD and staff meetings planned so that all staff have an understanding of the needs of pupils</li> </ol>	<p>SENCo</p>	<p>Annually in September</p>	<ul style="list-style-type: none"> <li>• All staff fully meet the requirements of disabled children's needs with regards to accessing the curriculum</li> </ul>
<p>To deploy Teaching Assistants effectively to support pupils' participation</p>	<ol style="list-style-type: none"> <li>1. Review needs of pupils within each class and staff accordingly</li> <li>2. Ensure staff skills are matched to pupil needs</li> </ol>	<p>Headteacher and SENCo</p>	<p>Annually in September</p>	<ul style="list-style-type: none"> <li>• Pupils needs are appropriately met through effective deployment of skilled support staff</li> </ul>

7 <u>What needs to be done?</u>	8 <u>How will this be achieved?</u>	9 <u>Who is responsible?</u>	10 <u>When will this be done?</u>	11 <u>How can we tell if this is successful?</u>

**Burton Bradstock Primary School ACCESSIBILITY PLAN - September 2018 to September 2021: Improving the physical environment**

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.

<b>What needs to be done?</b>	<b>How will this be achieved?</b>	<b>Who is responsible?</b>	<b>When will this be done?</b>	<b>Cost (est.) £</b>	<b>How can we tell if this is successful?</b>
<p>The outside areas of the school require improvement; specifically the areas of:</p> <ul style="list-style-type: none"> <li>• car parking; (the school has no designated car park)</li> </ul>	<ol style="list-style-type: none"> <li>1. Use cones to reserve space near school when needed for visitors or pupils with a disability</li> </ol>	Headteacher	As needed	None	<ul style="list-style-type: none"> <li>• Pupils with disabilities and their families are easily and quickly able to access the school building.</li> </ul>
<p>Ensure that corridors and communal areas around school are kept clear</p>	<ol style="list-style-type: none"> <li>1. Remove trip hazards especially obstacles around signed emergency routes</li> <li>2. Identify appropriate storage for equipment and ensure that items are not left indiscriminately</li> <li>3. Observe fire exit routes</li> <li>4. Ensure that signage is clear</li> </ol>	Headteacher Governor responsible for Health and Safety	Termly as part of Health and Safety Audit	None	<ul style="list-style-type: none"> <li>• Fire exits will be clear at all times</li> </ul>

**Burton Bradstock Primary School ACCESSIBILITY PLAN - September 2018 to September 2021: Making written information more accessible**

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
The availability of written information in accessible formats	1. The school will make itself aware of the services available through local charities, providers and the LA for converting written information into alternative formats (e.g. the use of symbols, large font, listening aids etc.) and will research good practice in other schools.	Headteacher and SENCO	As required	<ul style="list-style-type: none"> <li>● 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.</li> </ul>
The awareness of adults working at and for the school needs to be raised, regarding the importance of using a range of communication systems according to individual need	<ol style="list-style-type: none"> <li>1. Whole school awareness training regarding methods of communication to aid learning/understanding for pupils with different needs;</li> <li>2. Specific training for those developing written information for the school and class teachers supporting pupils with specific needs.</li> </ol>	Headteacher SENCo	On-going	<ul style="list-style-type: none"> <li>● Staff are aware of the different ways in which pupils take on and learn new information;</li> <li>● The school is more effective in meeting the needs of pupils with a disability;</li> <li>● Pupils with a disability and their parents feel welcome and confident that their needs are being met.</li> </ul>