

**Ben Rhydding Primary School**  
**Accessibility Plan 2015 – 2017**

<b>Ratified by the Governing Body</b>	<b>May 2016</b>
<b>To be reviewed</b>	<b>May 2019</b>

## **Section 1: Vision Statement**

**At Ben Rhydding Primary School everyone is valued and respected as a member of our learning community. Our Vision for our school is one of a happy, dynamic learning environment where all members of the school and its wider community have a sense of belonging and understand their responsibility to contribute to the enjoyment and success of the learning community that we all share.**

### **Relevant Legislation**

Under the Equality Act 2010 schools should have an Accessibility Plan. 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”.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. At Ben Rhydding Primary School the Plan will be monitored by the Head Teacher and evaluated by the F&GP committee.

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.

### **Definition of Disability**

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.

### **Purpose of the Plan**

This plan shows how Ben Rhydding Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

## **Developing the Plan**

Ben Rhydding Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- SEND Policy
- Health & Safety Policy
- School Improvement Plan

## **Focus of the Plan**

The Accessibility Plan contains relevant and timely actions to meet our aims of:

- Increasing the extent to which pupils with disabilities can participate in the curriculum
- Improving access to the physical environment of the school (this includes improvements to the physical environment and physical aids to access education).
- Improving the availability of accessible information for disabled pupils.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which 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.

## **Training**

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.

## **Current Good Practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of an annual reminder in the first September newsletter. We ask parents to keep the school informed of any changes to the information they have provided.

## **Physical Environment**

The School has invested in stair lifts to enable full access to all parts of the school for children with a physical disability. These are serviced biannually. There are ramps from key areas in school to allow access to early years play equipment and the general playground. There is a ramped access to the main reception area. The outside steps have all had yellow lines painted along their edges to aid children and adults with visual impairment.

## **Curriculum**

Through Planning for Individual Need, we aim to provide as inclusive an approach as practically possible. Curriculum resources such as computer programmes, coloured overlays, specialist keyboards, pens and large print books are provided for pupils with specific learning needs.

## **Access Audit**

The school is built on a sloping plot which incorporates three distinct buildings, built at different times, linked with small staircases. There are several access points from the outside to classrooms and the hall as well as numerous fire exits. Reception class has wide access doors to the outside play area with a ramp and stairs. The School Hall is in the rear extension and is accessible via the

outside ramp and stair lift from the school main reception area. The dining hall is on the same level with access via a small step from the outside of the building. The main entrance to the school is ramped and has wide doors fitted. There is a disabled toilet and shower opposite the school hall with rails and an emergency cord.

There is a small step to access the outside from KS1 classrooms, the Year 3,4 and 6 building has stairs only from the fire exit and is accessed from the main entrance by a stair lift.

The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans will be put in place as required.

## **Section 2: Action Plan**

### **1. Increase access to the curriculum for pupils with a disability**

Improving teaching and learning lies at the heart of the school's work. Through self- review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits (including residential visits). The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time Scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access  Assign CPD for aspects of disability, differentiation and recording methods  Online learning modules if required	On- going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation.
Ensure classroom support staff have specific training on disability issues.	Be aware of staff training needs.  Staff access appropriate CPD  Online learning modules if required	As required	SENCO	Raised confidence of support staff
Ensure staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required.  Information sharing with all agencies involved with the child.	As required	SENCO	All staff aware of individual needs.
Use ICT software to support learning	Make sure software installed when needed	As required	ICT SENCO	Wider use of SEN resources in classrooms

All educational visits to be accessible to all	Develop guidance for staff making trips accessible  Ensure each new venue is vetted for appropriateness.	As required	Class Teacher	All pupils in school able to access all educational visits and take part in a range of activities.
Review PE curriculum to ensure PE is accessible to all	Gather information on accessible PE and disability sports  Seek disabled sports people to come into school.	As required	PE co-ordinator	All to have access to PE and be able to excel

### **Improving and maintain access to the physical environment**

Ben Rhydding Primary School is continuing to grow and develop. It is hoped that in the near future we will be able to develop the buildings, in order to provide more engaging learning space and to improve the facilities.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The school improvement planning process considers such needs on a regular basis.

Target	Strategies	Time Scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of their support plan process when required.	As required	SENCO  Head Teacher	ISPs in place for disabled pupils and all staff aware of pupils needs.

	<p>Be aware of staff, governors and parent's access needs and meet as appropriate.</p> <p>Through questions and discussion find out the access needs of parents/carers</p> <p>Consider access needs during the recruitment process</p> <p>Ensure staff are aware of Environment Access Standard</p>	<p>Induction and on-going if required</p> <p>Annually</p> <p>Recruitment process</p>	<p>Head Teacher</p> <p>Head Teacher</p>	<p>All staff and governors feel confident their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p>
Layout of the school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head /Governors/ site manager/ school surveyor	Re- designed building are usable by all
Ensure access to reception area	<p>Improve access to reception area during any re-design</p> <p>Develop system to allow entry for wheel chair users</p>	Consider in any new development	Site manager	Disabled parents/carers/ visitors feel welcome

Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation plans (PEEP) for all pupils with difficulties  Develop a system to ensure all staff are aware of their responsibilities	As required  Ongoing	SENCO  SENCO	All disabled pupils and staff working alongside are safe in event of evacuation
Ensure accessibility of access of IT equipment	Alternative equipment in place to ensure access to all hardware including hall  Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils	On-going and as required  Software may be required  As required	ICT  SENCO	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment is provided in classroom when required	Seek support from LA hearing impaired unit about the appropriate equipment	As required	LA Hearing officers  SENCO	All children/parent and staff have access to equipment needed

### **Improving the delivery of written information to pupils with a disability**

This will include planning to make written information that is normally provided by the school to its pupils, available to disabled pupils. Examples might include handouts, textbooks and information about the school's events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required.

Target	Strategies	Time Scale	Responsibility	Success Criteria
Review information to parent/carers to ensure it is accessible	<p>Provide information and letters in clear print</p> <p>School's office will support and help parents to access information and complete school forms</p> <p>Ensure website and all documents accessible via the school's website can be accessed by the visually impaired</p>	<p>During induction</p> <p>On-going</p> <p>Current</p>	<p>Office</p> <p>Office</p> <p>Headteacher</p>	<p>All parents receive information in a form they can access</p> <p>All parents understand what are the headlines of the school information</p>
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged clear print for pupils with a visual impairment	As required	Class TA	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on disabilities and access information	On-going	SENCO	Staff produce their own information
Annual review information to be as accessible as possible.	Develop child friendly ISP review formats	On-going	SENCO	Staff more aware of pupils preferred method of communication

Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible.	As required	SENCO	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment.	2015	Office	All can access information about the school