

Bridstow CofE Primary School Accessibility Plan 2015 - 2017

Here at Bridstow CofE Primary School we are aware that we have a general duty under the Equality Act 2010 to

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind this Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from September 2015 - July 2017.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

A disability is defined as a 'physical or mental impairment which has a substantial and long term adverse effect on a person's ability to carry out normal day to day activities.' Some specified medical conditions, such as HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Accessibility Plan will contain relevant actions to

- Improved awareness of **Equality and Inclusion**.
- 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.
- 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 the Equality 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 aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

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Contextual information

Bridstow CofE Primary School was built in 1997. It is a single storey building with many entrances. All of the classrooms are in the main building. A disabled toilet is available in the main building close to the main accessible entrance to the school. Where recent building work has been carried out it has been ensured that accessibility was built in to all plans. The main entrance to the school has level access as do the other entry points. At present we have no wheelchair dependent pupils, parents or members of staff.

Current range of known disabilities

The school has children with a range of disabilities which include,

Autistic Spectrum Disorder

Medical conditions such as Type 1 Diabetes and Cystic Fibrosis.

Several children who have asthma, all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.

Some children have allergies or food intolerances.

Moderate and specific learning disabilities.

When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

Increasing access for disabled pupils to the school curriculum

At Bridstow CofE Primary school we are committed to continuous improvement of teaching and learning. 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 mixed ability, inclusive classes. We also aim to ensure 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.

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Targets	Strategies	Outcome	Timeframe	Success Criteria
Equality and Inclusion				
Accessibility Plan and Equality Statement becomes an annual agenda item at Governors Meetings.	Clerk to Governors to add to list of required publication details.	Adherence to current legislation.	Annually.	RG will discuss Accessibility plan with AB (SEN Governor) and present plan FGB meeting annually.
Ensure all staff/governors have training to raise awareness of equality and disability issues.	Discuss perception of issues with all staff/governors to determine the current status of school. Be aware of staff training needs on curriculum access. Assign CPD for differentiation and awareness of strategies to include children with a range of learning disabilities.	Whole school community aware of issues relating to Access.	On going	Raised staff confidence in strategies for differentiation and increased pupil participation
Review Inclusion and Equal Opportunities for recorded evidence of how staff provides access in all areas to all pupils. Ensure that all policies consider the implications of disability access.	Review policies with staff and governors.	Policies reflect adherence to current legislation.	On going	Policies will be continually updated with any new legislation.

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Targets	Strategies	Outcome	Timeframe	Goals Achieved
Physical Environment				
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	Audit of accessibility of school buildings and grounds by Governors Buildings Committee. Suggest actions and implement as budget allows. Consider needs of disabled pupils, parents/carers or visitors when considering any redesign.	Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all.	On going.	All pupils, parents, staff and governors will feel confident that their needs are being met.
Ensure all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties. Develop a system to ensure all staff are aware of their responsibilities.	Those with responsibilities for the safe evacuation of disabled pupils will be aware of the plans.	On going.	All disabled pupils and staff working alongside are safe in the event of a fire.

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Targets	Strategies	Outcome	Timeframe	Success Criteria
Curriculum				
Continue training for teachers and support staff on different aspects of SEN including differentiation when required.	Review the needs of children with specific issues, provide all relevant training.	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an on-going process, and that needs and expertise will change with time.	On going.	All staff are aware of individual needs.
All activities, including out of school trips and residential visits are planned to ensure the participation of the whole range of pupils and staff.	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 that comply with all current and future legislative requirements.	On going.	All pupils in school able to access all educational visits and take part in a range of activities
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike. Including ICT to support learning.	Assess the needs of the children in each class and provide equipment as needed. e.g. appropriate hardware and software, furniture, pencil grips, headphones, writing slopes Sound Field Systems, AlphaSmarts etc.	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils. Children will develop individual learning skills.	Reviewed annually. On going.	Wider use of SEN resources in classrooms, Particularly with High Needs pupils.
Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required.	SENco/ Assistant SENco will ensure appropriate testing and reports are provided in order to apply for access arrangements.	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.	On going.	All pupils in school able to confidently take part in tests with all needs being meet.

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Targets	Strategies	Outcome	Timeframe	Success Criteria
Written/Other Information				
Make available school brochures, school newsletters and other information for parents/carers in alternative formats Availability of other written material in alternative formats also including simple language, symbols, and large print.	Review all current school publications and promote the availability in different formats for those that require it. 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.	On going	All parents will receive information in a form that they can access. All parents are able to access information on school website. Everyone can access information about the school.
Availability of written material in alternative languages.	The school will use information and translations provided by the EAL Team for key information for EAL families.	School information will be available for all.	On going, as needed.	Pupils and/or parents feel supported and included
To continue improving communication for any hearing impaired member of the school community.	To maintain and update Sound Field Systems throughout the school.	Pupils and parents and visitor who are hearing impaired will be better able to access verbal information.	Review annually.	Pupils and/or parents feel supported and included
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	Termly.	To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.