

Bledington Primary School

Accessibility Policy



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Safeguarding Statement

At Bledington Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Bledington Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

All our policies are available at: <https://www.bledington.gloucs.sch.uk/policies/>

Accessibility Plan

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APPENDICES

Appendix 1: Accessibility Plan

1. Introduction

School's duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. **These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010.**

Part 5A of the Disability Discrimination Act 1995 (DDA) required the Governing Body to:

- Promote equality of opportunities for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- Prepare and publish a Disability Equality Scheme to show how they will meet these duties

This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the Governing Body will improve equality of opportunity for disabled people.

The SEN and Disability Act 2001 extended the DDA to cover education; since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA

- Not to treat disabled pupils less favourably for reason related to their disability

- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future
- To plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan (appendix 1) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils. In drawing up the Accessibility Plan, the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs
- To provide training to all staff regarding the needs of any disabled child/person and how to provide assistance to enable them to enjoy the school experience as fully as possible

At Bledington Primary School, we are committed to establishing equality for all pupils, their parents, staff and other users of the school.

Our school believes strongly in inclusion through all areas of school life. We have a full, rich and diverse curriculum which actively and explicitly promotes British Values and is under-pinned by our school vision and 2 year rolling programme of School Values. We promote this through our assemblies, PSHE (Personal, Social and Health Education), RHE (Relationships and Health Education), Rainbow curriculum and through our RE (Religious Education) lessons. Pupils learn about all the major faiths in our society which engenders a culture of respect for each other. Children are also taught about developing their own self-knowledge, self-esteem and self-confidence. They are encouraged to celebrate the fact that we are all unique and

different with diverse interests and skills. We place a high value on positive mental health and well-being for all pupils and staff in our school.

Everyone is welcome at our school provided they agree to and support us in upholding these values and visions. It is the responsibility of the whole school community to implement these values in a manner which promotes the inclusive ethos of our school.

2. The Involvement of Disabled Children and Young People, Staff and Parents

In preparing this Accessibility Plan, staff and governors were involved as described in the Disability Equality Scheme. It has been informed by analysis of pupil and staff data and additional information gathered.

According to the Act, a 'disabled person is defined as someone who has a physical or mental impairment which has an effect on this or her ability to carry out normal day-to-day activities.' The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Bledington Primary School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Safeguarding and Child Protection policy
- Special Educational Needs and disabilities policy
- Equal Opportunities policy
- Early Help policy
- Relationships and Health education policy
- Behaviour policy
- Anti-bullying & Hate crime policy and protocol
- Health & Safety policy
- Confidentiality policy

This plan considers the following three areas as identified in the introduction:

- Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation
- Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment.
- Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views

expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

3. Increasing the Extent to which Disabled Pupils can participate in the School Curriculum

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENDCo manages the Statutory Assessment Process, ensuring additional resources area available where appropriate.

Teaching Assistants provide additional support for pupils and assist teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with specialist services including:

- Early Help
- Parent Support Advisor
- Advisory Teaching Service
- Nurture Hub
- Hearing Impaired Children's service
- Visual Impairment Advisory and Support service
- Occupational Therapists and Physiotherapists
- Speech and Language Therapy
- Communication and Interaction Team
- Educational Psychology Service
- Behaviour Support
- Virtual schools

4. Improving Access to the Physical Environment of the School

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Bledington Primary School.

5. Improving the Delivery of Information to Disabled Persons

Staff are aware that they should discuss with the SENDCo if they feel a child in their care or the parents/carers of that child require information in different formats. The school will endeavour to provide those formats where practicable.

Appendix 1

Bledington Primary School Accessibility Plan

Bledington Primary School is a totally 'inclusive' school. We meet our requirements for accessibility on an 'as needs' basis, taking specialist advice where necessary.

<u>Recommendation</u>	<u>Actioned</u>	<u>Action (if appropriate)</u>	<u>By Whom</u>	<u>By When</u>
Front line staff to receive disability awareness training	Yes	Where new members of staff and/or pupils join the school, appropriate induction and training will be provided	SENDCo	On arrival
Provide accessible bay in car park	No	If needed area outside office will be marked	Caretaker	Space available outside office window.
Disabled toilet and hoist	Yes	Situated in main building corridor	LA	Equipment to be serviced annually
Evaluate ease of access through central office or link area.	No	Provide a door bell on outer door to alert office staff and draw up a rota of staff to assist entrance	SENDCo	Wireless doorbell for POD in use Ramp to main building
Colour contrasting nosings be provided to the edge of classroom steps	No	If needed, provide markings	Caretaker	Ridged surface not colour
Review fire evacuation procedures	Yes	PEEPS for staff and children reviewed annually and procedures in place to assist visitors with disabilities	SENDCo / Headteacher	Updated twice a year
Sign in procedures to be reviewed	Yes	Visitors would be required to sign in at the office before proceeding to the POD	Admin/Staff member	Secure visitor sign in in use.

Currently there may be a lack of speciality equipment such as furniture, ICT equipment, electrical sockets, light switches, grab rails, hearing loops, etc. throughout the school. These would be provided or installed on an 'as needed' basis, depending on the needs of particular pupils or members of staff.