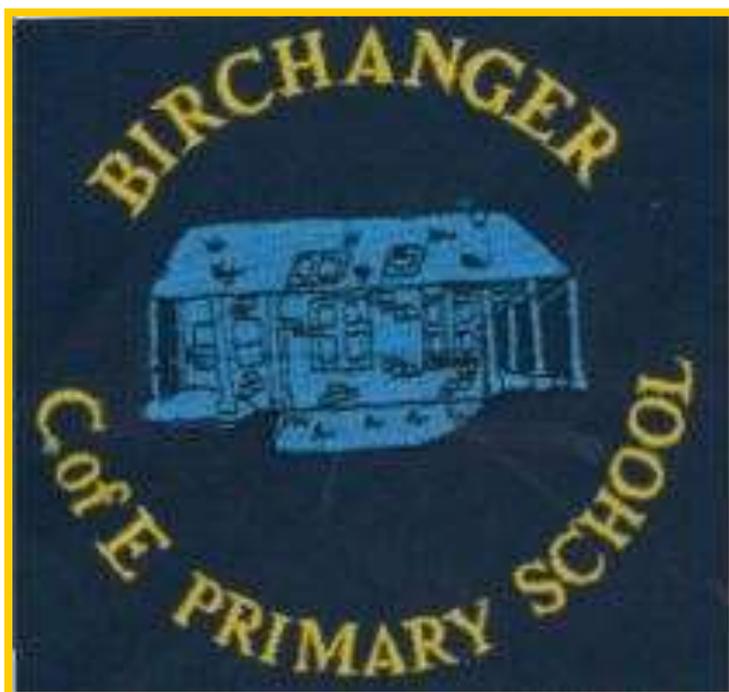


Birchanger C of E Primary School Accessibility Plan



Approved by: Claire Berry

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Next review due by: November 2020

Contents

1. Aims.....	2
2. Legislation and guidance	3
3. Action plan.....	4
4. Monitoring arrangements	9
5. Links with other policies	9
Appendix 1: Accessibility audit.....	10

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Birchanger C of E Primary School is 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. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Availability

The plan will be made available online on the school website, and paper copies are available upon request.

Training

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. 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.

The school supports any available partnerships to develop and implement the plan.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effects of the laws is the same as in the past, meaning that Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

The plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our 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; which includes teaching and learning and the wider curriculum of the school, such as the participation in after school clubs, leisure and cultural activities or school visits;
- 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, this is providing in writing for pupils who are not disabled.

Complaints

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan including: pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Below is a set of action plans showing how Birchanger C of E Primary School will address the priorities identified in the plan.

The plan is valid for three years 2019-22. It is reviewed annually.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To ensure access to the curriculum for pupils with SEND	Our school offers a differentiated curriculum for all pupils. The curriculum is reviewed to ensure it meets the needs of all pupils.	To ensure differentiation to enable all children to meet their potential. To ensure that all physical, neurological and sensory needs are met, allowing full access to the curriculum.	One Planning documentation for children with SEND to illustrate how and when their curriculum is personalised to meet their needs. Class Teachers start the year having a thorough 'hand over' from the previous class teacher to ensure that they understand the individual needs of their class.	Class teachers SENCO	Termly-reviewed termly by SENCO	All work expected to be completed is differentiated to meet the needs of the child's individual learning capacity. Individual timetables and lesson structures to be personalised and adapted to meet the needs of the individual child. Personalised timetables are recorded and documented on the One Plan. All sensory needs to be understood and where necessary, classroom adapted

						and movement breaks provided. All sensory needs to be documented and recorded on the One Plan.
	We use resources tailored to the needs of pupils who require support to access the curriculum	To ensure that all resources provided meet the individual needs of the children with SEND.	<p>To monitor progress and react to data.</p> <p>To use weekly SEND learning walks to monitor the resources available to the children.</p> <p>To review and monitor books of children with SEND to ensure that their resources meet their needs.</p> <p>To review and assess resources provided during book scrutiny by SLT.</p>	<p>SENCO</p> <p>Headteacher</p> <p>SLT</p> <p>Class Teachers</p>	Termly-reviewed termly by SENCO	<p>Individual needs and resources that are personalised to be recorded on the One Plan.</p> <p>Where necessary, review the seating and space in the classroom to ensure that they are appropriate.</p> <p>Monitoring sheets completed and feedback and next steps fed back to class teacher. Next steps to be assessed the following week.</p> <p>Pictorial or symbolic representations used where necessary</p>
	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are</p>	To thoroughly assess the provision required for all children with SEND to be able to	<p>Half termly PMRs held with class teachers and Head teacher.</p> <p>Termly meetings</p>	<p>Head teacher</p> <p>Class teachers</p> <p>SENCO</p>	Termly-reviewed termly by SENCO	Individual needs and provision to be recorded on the One Plan.

	appropriate for pupils with additional needs.	<p>access the curriculum.</p> <p>To continue tracking and reacting to any data that implies that children with SEND are not making the expected progress.</p> <p>To continue setting SMART targets at the termly One Plan meetings held for all children with SEND</p>	<p>following data drops at the end of assessments, to discuss data and provision. Teachers are to react to data and make changes to provision based on the assessments and results completed.</p> <p>All newly assigned provision to be added to the provision map, One Plans and then monitored weekly by the SENCO</p>			Monitoring sheets completed and feedback and next steps fed back to class teacher. Next steps to be assessed the following week.
	<p>To ensure curriculum resources include and celebrate examples of people with disabilities.</p> <p>The curriculum names and educates children regarding disabilities. To enable learning differences to be shared without negative connotations.</p>	<p>To review and assess the resources and how often the curriculum include examples of people with disabilities and of a range of races and ethnicities.</p> <p>To hold whole school assemblies where we name and discuss learning differences in an open, honest manner.</p>	<p>Book scrutiny</p> <p>Pupil voice</p> <p>Review of the curriculum and resources in RE and other foundation subjects.</p>	<p>SENCO</p> <p>Keirran Perace</p>	<p>January 2020</p> <p>February 2020</p>	<p>Share findings with SLT and discuss next steps.</p> <p>Review and plan next steps to ensure representation in curriculum.</p> <p>To plan to celebrate recognition weeks for ASC, black history etc</p>
Improve the attainment and participation of	To continue to teach and discuss mental health in PSHE but using every day language.	To introduce and embed Zones of Regulation as a whole school	Whole school training Sept 2019.	SENCO	Spring term 2020	All children to be able to name emotions, which zone they fit

<p>pupils with social, emotional and mental health difficulties.</p>	<p>To continue with mental health mornings (every half term) using the NHS 5 ways to wellbeing toolkit.</p> <p>To continue to offer learning mentor support to identified children.</p> <p>To continue funding private counseling for identified children.</p>	<p>approach to emotional literacy.</p>	<p>Monitor, book scrutiny</p> <p>Pupil voice- Spring term</p>			<p>into.</p> <p>Children to be able to discuss which tools can help/support them move through the zones.</p> <p>Where needed, children will be able to use the tools to self-regulate and support themselves.</p>
<p>To improve pupil voice for children with SEND.</p>	<p>To continue with pupil voice included on the One Plan.</p> <p>To continue annually completing a One Page Profile</p> <p>To review the SENd children represented on School council, worship council etc?</p> <p>To ensure that children's targets are shared as part of the One Plan process and not after.</p>	<p>To invite the child (where appropriate) to the One Plan meeting.</p> <p>To ensure that they have a chance to contribute what is important to them.</p> <p>To ensure that the targets are shared in a child friendly manner and they are able to recognise success.</p> <p>To personalise the SENd provision to meet the children's needs.</p>	<p>Audit school council</p> <p>Pupil voice</p>	<p>SENCo</p>	<p>Summer 2020</p>	<p>All children to know what their targets are and when they have been successful.</p> <p>All children's views and thoughts to be recorded and part of their provision.</p> <p>Children with SEND to be represented in school council and pupil responsibilities.</p>

	<p>To take part in the Good Practice Project with the Multi Schools Council.</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> Ramps Disabled parking bays Disabled toilets and changing facilities Library shelves at wheelchair-accessible height 					

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing body, head teacher and shared with the staff.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One storey across the school site.			
Corridor access	Corridor access spacious and adequate to fit a wheel chair except for through classrooms where obstructions are caused by tables and narrow accessibility.	Look to create ramps through the courtyard to access ramp to the Seals classroom where a ramp is available. Ramp required on the step down to the courtyard from the hall.	SENCo	Spring 2020
Parking bays	Disabled parking bay available in the car park	If necessary, signs needed to prevent staff and visitors parking.		
Entrances	Entrances are flat or ramped to all classrooms.	Ensure that areas are kept clear from PE kits and coats to ensure accessibility.		
Ramps	Ramps in place to both demountable classrooms			
Toilets	Disabled toilet access in the main building .			

Reception area	Reception area has adequate access and space for wheel chair.			
Emergency escape routes	<p>Emergency escapes room are accessible to the playground in all of the classrooms in the main building.</p> <p>Emergency escape routes in both the demountable classrooms require steps access.</p>	Governors site review requested to assess needs as and when necessary.		