

Accessibility plan

Bickerstaffe CE Primary School

Approved by: Full governors Date: 13.01.23

Last reviewed on: Spring 2023

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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

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.

We pride ourselves on knowing that each one of our children are different, unique and special in their own right and that they leave our school with amazing memories that will last a life time!

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

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

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

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Action	Lead Responsible	Target Date	Success Criteria
Increasing the extent to which disabled pupils can participate in the School curriculum			
Ensure SEND needs are identified as early as possible with new starters, liaising with feeder nurseries and schools as necessary.	SENCO	Ongoing	SEND needs for new starters and Reception pupils are identified as early as possible using transition documents, baseline assessment and liaison with feeder schools/nurseries.
Training for teachers on differentiating the curriculum – specific to the needs of any disabled pupils – ensuring staff are aware of the different aspects to disabilities.	SLT/SENCO	Ongoing	Teachers are more able to fully meet the requirements of disabled children’s needs with regards to accessing the curriculum.
All out of school activities planned to ensure participation of all pupils.	SLT/SENCO	Ongoing all year	All out of school activities conducted in an inclusive environment ensuring compliance with legislation.
Classrooms are organised to promote participation and independence of all pupils. Ensure glare is minimised from all windows.	SLT/SENCO/T/AT's	Ongoing all year	Lessons start without the need to make adjustments to accommodate needs of individual pupils. All windows that have glare due to bright sunshine will have appropriate covering.
Training for awareness raising of disability issues.	SLT/SENCO	Autumn	Whole school community aware of issues.
Ensure supervision for pupils with disability is suitable and EHC Plans are drawn up to highlight provision requirement	SENCO/SLT	Ongoing and July	Pupils with disabilities are well supported through EHC Plans and suitable supervision
Work closely with parents to support pupils with SEND	SENCO and SLT	On-going	Parents of pupils with SEND are able to support their children through additional work shared by the school
Liaise with external agencies to support pupils with ongoing SEN and health needs, e.g. severe medical conditions, epilepsy, mobility, allergies, as well as ASD etc.	SENCO and SLT	On-going	External agencies support with specific health and mobility needs to enable pupils to access the curriculum.

Ensure pupils can access the full curriculum and review their attainment at regular intervals	SENCO and SLT	Ongoing	Pupils with SEND feel involved and included and are making good progress from their starting point.
To ensure Governors are involved with evaluating provision with the SENCO	Governors/Senco	Ongoing	Governors take part in visits to the school to support with the evaluation of the provision
Provide hearing loops in classrooms to support pupils with a hearing impairment Take advice on appropriate equipment if this becomes necessary	SENCO	Ongoing	All children have access to the curriculum
Ensure trip venues and means of transport are vetted for suitability.	Class teacher /EVC	6 weeks before each trip is booked	All pupils are able to access all school trips and take part in a range of activities

Action	Lead Responsible	Target Date	Success Criteria
Improving the physical environment of the establishment to enable disabled pupils to take better advantage of education and associated facilities and services			
Ensure that parents of pupils requiring access via the disabled parking zone are allowed access daily.	AM/LM	On-going	Disabled car parking available close to school entrance left vacant for disability usage
Ensure access arrangements throughout the school are clear and fit for purpose to support mobility for all.	AM/LM	On-going	Ramp to front door of all sides of the buildings allows mobility access. Disabled toilet allows access for users. Flat/ramp entrance at children's door. Wide doors throughout the school are used for wheelchair access if necessary Clear routes through school for access
Ensure the school has provision for pupils with disabilities – this includes physical, sensory and mental health related disabilities.	AM/LM	Summer	Check facilities particularly those to support learners and staff with mobility needs, visual impairment and hearing impairment.

<p>Ensure that all disabled people can be safely evacuated.</p> <p>Ensure there is a personal emergency evacuation plan for all disabled pupils.</p> <p>Ensure all staff are aware of their responsibilities in the evacuation by being aware of the SENCO passport information. If a person uses a wheelchair they must not be in a classroom where the emergency exits are down steps</p>	<p>SENDCO/AM/LM</p>	<p>Yearly</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily</p>
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board and the headteacher.

It will be approved by the governing body and the headteacher.

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
- Supporting pupils with medical conditions policy