



## **BISHOP LOVEDAY C E PRIMARY SCHOOL**

### **ACCESSIBILITY POLICY AND PLAN**

**Policy approved by Governors: September 2016**

**Policy to be reviewed: September 2019**

**Signed: Headteacher**

**Signed: Chair of Governors**

At Bishop Loveday School we work within an inclusive, Christian environment promoting Christian values including Love, Respect, Friendship, Unity, Courage and Forgiveness. These permeate all aspects of school life enabling us to help every child achieve their full potential by equipping them with a feeling of self-worth, a respectful attitude towards others, an excitement for learning and an enthusiasm for life. We equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future enabling them to lead happy and rewarding lives.

### **1.0 Definition of disability**

The definition of Disability under the Equality Act (2010) defines a disabled person as someone who has a “physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities”. This definition can include a wide range of impairments including hidden impairments such as dyslexia, autistic spectrum disorder, speech and language impairments, attention deficit hyperactivity disorder (ADHD), asthma, cancer and visual or hearing impairments. An impairment that has a long term and substantial effect on the child’s ability to learn, speak, move or concentrate may amount to a disability.

The school Access Plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in the three areas required:

1. Increasing the extent to which disabled pupils can participate in the school curriculum. This covers teaching and learning; it also includes the wider curriculum such as participation in after school clubs, leisure and cultural activities, extended school provision or school trips and visits.
2. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. This would include physical aids and equipment to access education.
3. 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 Access Plan is resourced, implemented and reviewed and revised as necessary. Attached to this document is a self-evaluation audit identifying any existing access issues (Appendix A), together with an Action Plan (Appendix B) which outlines how the school will address the priorities identified in the audit.

### **3.0 Aims of the School Access Plan:**

- a) To ensure that all pupils are fully involved in school life by identifying barriers to participation and finding practical solutions.
- b) To increase the confidence of staff and support staff when teaching or aiding a wide range of disabled pupils. To develop sensitivity and expertise in approaching the specific needs of a broad range of pupils.
- c) To develop strong collaborative relationships with pupils and parents or carers and to increase the satisfaction of disabled pupils and their parents or carers with the provision made by the school.
- d) To regularly review and evaluate standards of attainment for disabled pupils.
- e) To monitor exclusions and look at recruitment and promotion procedures in light of disability legislation.

- f) To promote equality of opportunity and positive attitudes towards disabled persons. To encourage the availability of role models and positive images of disability.
- g) Bishop Loveday CE Primary School has a strong commitment to equal opportunities and accessibility. As a school we aim to embed accessibility into everything we do: in school improvement, in curriculum development, in maintaining and improving the physical environment, in professional development and in all planning processes.
- h) We aim to have a whole school approach to disability. It is the responsibility of every member of staff to remove barriers to learning for disabled pupils.

#### **4.0 School Information:**

Bishop Loveday CE Primary School is a large village school. The number of pupils with disabilities is representative of the catchment area. Currently 8% of children who attend the school are identified as having learning, social and/or emotional difficulties or disabilities.

There is a full-time Special Education Needs (SEN) Team to meet the needs of pupils with social, emotional or behavioural difficulties. We also work closely with specialist teachers and a large number of experts and professionals from outside the school.

#### **5.0 Meeting the needs of disabled pupils:**

The school works hard to ensure that pupils with disabilities participate fully in all aspects of school life. Adjustments (where possible) are made to enable disabled pupils attend all trips and residential excursions. Risk assessments detail the additional staffing and resources required.

We aim to meet the needs of all disabled pupils and the preferences of parents or carers.

#### **6.0 Consultation during the development of the Access Plan:**

Parents and carers are consulted each year through the parent questionnaire, which includes a question about accessibility, and through the parents' vision meeting. Parents are asked to comment, if there are other reasonable adjustments that the school could make and how they think the school could / should promote disability equality.

A number of pupils are also asked to give their views about how far pupils' needs were being met and how they thought the school should promote disability equality. This is achieved by using questionnaires and analysing the results.

The Governing body and staff were also consulted in the process of evaluating current accessibility and drawing up the Access Plan:

#### **7.0 Key priorities in the School's Access Action Plan:**

The aim of the access plan is to:

- Increase the extent to which disabled pupils can engage in the school **curriculum**
- Improve the physical environment of the school to increase disabled pupils' **physical access** to education and extra curricular activities.

- Improve the delivery of **information** to disabled pupils using formats which give pupils better access to information.

The school's key priorities are detailed in the Access Action Plan (please see Appendix B). The responsibility for the Access Plan lies with the governing body and Headteacher. The Headteacher, Assistant Headteacher and/or SENCo are responsible for the day-to-day management of the Plan.

#### **8.0 Related Policies and Documents:**

- Curriculum / Teaching and Learning
- Assessment Policy and Procedures
- Admissions Policy
- Equality Policy and Plan
- Behaviour Policy
- Special Educational Needs (SEN) Policy
- PSHE and Citizenship scheme
- Health and Safety Policy (including Risk Assessment)
- Educational Visits Policy

#### **9.0 Appendices:**

- A Self-evaluation Audit
- B Access Action Plan

**Appendix B – ACCESS ACTION PLAN**

<b>Aspect</b>	<b>Timescale</b>	<b>Target</b>	<b>Strategies</b>	<b>Outcome (including evidence)</b>
Physical Access	Med	In the <u>main entrance</u> Move the buzzer to the second window and to a height accessible to all	Contact contractor to complete works.	
Physical Access	Low	Ensure that guidance on access within and between buildings is provided by school staff during parent tours, new pupil transition and/or visits by maintenance personnel etc (as required).	Liaise with the Headteacher and Administration staff, and review school prospectus.	
Physical Access	Low	Explore cost of an induction loop in any rooms over 100m <sup>2</sup> (i.e. the school hall), if the parent or pupil population need arises	Liaise with the ICT Co-ordinator.	
Physical Access	High	Yellow strips on steps to be reinstated (in Y3/4 cloakroom pod and KS1 corridor	Liaise with the school caretaking team.	
Physical Access	High	Wheelchair users to know to use the wider door outside of Class 4JM during a fire evacuation. Fire marshals to monitor during their patrol of the school buildings.	Liaise with the Headteacher and Administration staff.  Organise staff training as needed.	
Physical Access	Low	Car park: ensure the disabled bay markings are periodically refreshed.	Liaise with the Administration staff.	
Physical Access	High	Ensure that the main entrance is clear and accessible at all times.	Liaise with the Administration staff.	

			Organise a staff briefing.	
Physical Access	low	Car park: ensure the no parking zone markings are periodically refreshed.	Liaise with the Administration staff.	

Physical Access	Med	Ensure that all risk assessments are reviewed at least annually, in accordance with access and health and safety requirements.	Consult the Headteacher and Educational Visits Co-ordinator.	
Physical Access	Low	Non-visual guides: review existing signage and extend as necessary.	Liaise with the Administration staff.	
Physical Access	Low	Caretaker to regularly monitor that lighting is working effectively in all areas of the school, including external sensor lighting.	Liaise with the school caretaking team.	
Physical Access	Low	Continue to monitor learning environments across the school.	Liaise with the Headteacher.	
Physical Access	Low	Raise staff awareness of a range of barriers to learning and access to furniture / equipment.	SENCo team to organise staff training and meetings (as required).	

<b>Aspect</b>	<b>Timescale</b>	<b>Target</b>	<b>Strategies</b>	<b>Outcome (including evidence)</b>
Access to the curriculum	Low	Staff to continue to work closely with professionals and specialist services.	Continue developing current good working relationships.	
Access to the curriculum	Low	Training needs / CPD to be identified proactively.	Makes links to the performance management cycle.	
Access to the curriculum	Low	Continue to seek opportunities for 'master class' events, particularly in music, drama and P.E.	Liaise with subject co-ordinators and local secondary schools (public and private).	
Access to the curriculum	Med	Develop guidance on support for dyslexic pupils for teachers and teaching assistants.	SENCo team to liaise with Christine Dickinson (SEN Advisor) as required.	
Access to the curriculum	Low	ICT Co-ordinator to keep abreast of technology required to increase accessibility,	ICT Co-ordinator to attend briefings and meetings, as required.	
Access to the curriculum	Med	Autism Inclusion Development Programme to be delivered and evaluated.	SENCo team to organise staff training.	
Access to the curriculum	Med	Team Teach training to be refreshed if the pupil need is identified	SENCo team to organise staff training	

<b>Aspect</b>	<b>Timescale</b>	<b>Target</b>	<b>Strategies</b>	<b>Outcome (including evidence)</b>
Access to information	Low	Encourage parents of Reception children and new entrants to complete and return to school a Family Access Needs form.	Utilise school newsletter and / or website to promote awareness.	
Access to information	Low	Include accessibility question on the annual questionnaire for parents	Admin team to include on survey	