

Accessibility plan

Bordesley Village Primary School



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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

Written March 2020

Written by J. Walkley R. Rainsford

- 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

Bordesley Village Primary 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.

Bordesley Village is committed to providing an appropriate and high quality education to all of our pupils whilst meeting their individual needs. We believe that all children, including those identified as having special educational needs, English as an additional language, and children from minority ethnic groups, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

Written March 2020

Written by J. Walkley R. Rainsford

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.

Written March 2020

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Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Outcomes for groups of children and young people	Accessibility planning code C – curriculum E – Environment I - information	Actions			Evidence to be collected to measure progress	Dates (from and to)
		What/How	Lead	Resources		
Increase access to the	C, E & I	<ul style="list-style-type: none"> <i>Our school offers a differentiated curriculum for all pupils.</i> <p>The curriculum is differentiated by each class teacher to meet the needs of the pupils within their class.</p> <ul style="list-style-type: none"> <i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i> <p>Class teachers in collaboration with parents, professionals and pupils will use individually designed resources in</p>	Inclusion Lead Class teachers	Language and Literacy toolkits Maths toolkits Lexia reading program to continue to be used to support all SEND children, where appropriate.	Audit of staff training and competency. Evidence of strategies put into classrooms by staff. Evidence of staff training. Class teachers to maintain	From Spring 2020 ongoing

Written March 2020

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<p>curriculum for children with a disability</p>		<p>order to meet the needs of specific pupils in their class</p> <ul style="list-style-type: none"> Curriculum resources include examples of people with disabilities. <p>Curriculum resources are monitored to ensure that there are examples of people with disabilities within those that are used in all subject areas</p> <ul style="list-style-type: none"> Curriculum progress is tracked for all pupils, including those with a disability. <p>Curriculum progress is tracked for all pupil regardless of disability or ability.1/2 termly pupil progress meetings identify need and track additional provision and its impact. Where pupils are working below age related expectations attainment is tracked using a range of additional methods including the Continuum, Boxhall profiles and Expectations for</p>	<p>Class teachers</p> <p>Class teachers Subject leaders Inclusion Lead</p> <p>Inclusion Lead Assessment Lead</p>		<p>continuums for each child on the SEND register to identify targets and measure progress.</p> <p>Review meetings with staff.</p>	
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	<p>pupils working below standards at the end of Key stages. (see Assessment Policy)</p> <ul style="list-style-type: none"> • <i>Targets are set effectively and are appropriate for pupils with additional needs.</i> <p>We currently use a Graduated Approach Booklet for all pupils with additional need to track progress. Targets are set for all pupils at pupil progress meetings and additional individual targets are set for all pupils on the SEND register and reviewed at least ½ termly.</p> <ul style="list-style-type: none"> • <i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i> <p>The curriculum is reviewed by the class teacher at least ½ termly to ensure that it meets the current needs of each class. An annual review of each subject within the curriculum will take place to ensure that the</p>	<p>Inclusion Lead Class Teacher</p> <p>Inclusion Lead Class Teacher</p>			
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		<p>curriculum continues to meet the needs of the current school intake.</p> <p>Pupils with EHCP's will have at least termly reviews and an annual review to ensure provision continues to be appropriate.</p> <p>From April 2020 Funded Provision Plans will be in place.</p> <ul style="list-style-type: none"> • <i>Ensure PE, Swimming and Sports Day are accessible to all</i> • <i>All school trips and visits need to be accessible to all pupils.</i> • <i>Ensure that relevant staff receive training on the use of any specialist equipment used by individual pupils.</i> • <i>Ensure staff have training on specific needs and disability issues.</i> 	<p>Subject Lead</p> <p>Inclusion Lead</p> <p>Class Teacher</p> <p>SLT</p>	<p>Review the PE curriculum to include disability sports.</p> <p>Ensure that venues and means of transport are checked for suitability.</p> <p>Staff audits</p> <p>Skill audits</p> <p>To identify training needs at meetings.</p>	<p>Evidence of Staff CPD</p> <p>Risk assessments for visits and sports</p>	
	C, E & I	The environment is adapted to the needs of pupils as required.			People with disabilities can	Spring 2020 Ongoing

Written March 2020

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		<ul style="list-style-type: none"> - Ensure staff are aware of the need to keep fire exits clear 	<p>Class Teacher</p> <p>Headteacher, Site Manager, Class Teacher</p>	ensure all staff know their responsibilities.		
<p>Improve the delivery of information to pupils with a disability</p>	<p>C, E & I</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>Headteacher Inclusion Lead Class teachers</p>	<p>In classrooms</p> <ul style="list-style-type: none"> - Visual timetable - Visual support - Concrete materials and resources - Large print resources 	<p>Strategies used in the classroom</p> <p>Improved accessibility for all throughout the school environment.</p>	<p>Spring 2020 ongoing</p>

Written March 2020

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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 Head teacher and governing body.

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
- Assessment Policy

Written March 2020

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Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 storeys	N/A		
Corridor access	All corridors are wide enough for wheelchair access	N/A		
Lifts	We have a lift from the ground floor to the first floor for wheelchair access.	Annual maintenance in place	Site Manager	July 2020
Parking bays	We have 1 disabled parking bay	N/A		

Written March 2020

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Entrances	All entrances are accessible using a wheel chair and have ramps up to the entrances where necessary.	Regular checks to ensure health and safety requirements	Site Manager	Monthly
Ramps	There are ramps to all ground floor entrances.	Regular checks to ensure health and safety requirements	Site Manager	Monthly
Toilets	We have 1 ground floor disabled toilet	Regular checks to ensure health and safety requirements	Site Manager	Daily
Reception area	DDA compliant Reception hatch	N/A		
Internal signage	Signs at appropriate eye level Fire exit signs are backlit	Regular checks to ensure health and safety requirements	Site Manager	Monthly

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