

March 2016

Review March 2019



Bungay Primary School Accessibility Plan 2016 – 2019



Section 1: Vision statement

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. To nurture children towards positive self-worth, self-confidence as self-learners and to help each mature socially and emotionally.

Equality Act 2010 definition of disability: You are **disabled** under the **Equality Act 2010** if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities

2. Bungay Primary plans over time, to ensure accessibility of provision for all pupils, staff and visitors to our School. This plan will be reviewed on a three year cycle and updated annually.
3. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the

school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
4. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revised prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
 5. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. **The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access"**.
 6. The School Brochure will make reference to this Accessibility Plan.
 7. The School's complaints procedure covers the Accessibility Plan.
 8. Information about our **Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory)**.
 9. The Plan will be addressed through the Premises working party and monitored by Resources and Safeguarding Committee.
 10. The Plan will be accessible to Ofsted as part of their inspection cycle.
 11. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Approved:

Date: January 2016

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Outcome	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	SLT monitor curriculum Plans.	Undertake an audit of staff training requirements	All teachers are able to fully meet the requirements of disabled children's needs with regard to accessing the curriculum.	SLT	April 2016
Audit pupils needs and staff training to meet those needs.	Review the specific needs for pupils living with a disability in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	All staff is confident in their role.	SLT	April 2016
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils.	Staff to consider all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted with an inclusive agenda with providers that comply with all current and future legislative requirements.	Activities identifiably show consideration and inclusion for disability.	SLT	April 2016

Classrooms are organized to promote the participation and independence of all pupils	Review layout of classrooms, furniture and equipment to support the learning process of a disabled pupil.	Lessons start on time without the need for adjustments to accommodate the needs of individual pupils.	Classrooms are purposefully laid out.	SLT	January 2016
Training for Awareness. Raising awareness of Disability Issues.	Provide training and awareness for governors, staff, pupils, parents. Discuss perception of issues with staff to determine current status of school.	Whole school community aware of issues relating to Access.	Adherence to the Disability Act.	SLT	Action Plan SENCO Spring Term
Improve the delivery of written information to pupils	Consider the type face and size of print for written information.	Pupils feel empowered to ask for help. This to inform practice.	Staff interaction with pupils to support access and achievement.	SLT	Included in the Action Plan Spring Term

Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single level entrance KS 1 and Lower KS 2 Two levels KS2.	To consider a wheelchair single lift	Premises Working Party	2017-2018
Corridor access	All corridors are wheelchair width.	Push button access to corridor doors	PWP	2018-19
Lifts	None	None	PWP	n/a
Parking bays	One marked bay – front of school – level access	n/a	PWP	n/a
Entrances	Four with no identifiable difficulty for access. One access with ledge.	To put in a curved strip to negate height difference.	PWP	2016-17
Steps	Front pedestrian gate	Nick Wilding (H&S) suggestion to take out side brick work of path entrance to create a curving path missing out the steps.	PWP	2016-17
Toilets	KS1 – 1 disabled toilet KS2 – 1 disabled toilet	none	PWP	n/a
Reception area	Push button opening access via the office. Door opening device cannot be lowered for pupil safety reasons.	None	PW	n/a

Internal signage	Disabled toilet braille signs.	To consider braille signage for all appropriate doors.	PWP	2016-17
Emergency escape routes	All classrooms have escape routes.	Individual escape plans for pupils with mobility issues.	Class teacher	Complete

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This KeyDoc is featured in our article 'Accessibility plans and policies: examples'. To read the article, visit <https://schoolleaders.thekeysupport.com> and enter the reference number **11792** in the search box.

Improving the Physical Access

Access report ref.	Item	Activity	Timescale	Cost
1.	Play equipment	Enable disabled pupils to enjoy play which would usually be inaccessible to them.	Teachers to consider appropriate play provision, requests and ideas to SLT	None specified currently
2.	Signage	Appropriate signs for the visually-impaired	2016-2017	Out to Quote
3.	Steps, uneven surfaces	Mark to clearly define change of levels	Ongoing maintenance	£42 paint
4.	Door Access	Push button access	2017-2018	Out to Quote