



Bungay Primary School

Accessibility Plan

2018 - 2021

Introduction

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

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. The Accessibility plan will contain relevant actions to:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- 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.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Below is a set of action plans showing how the school will address the priorities identified in the plan.

Context

Bungay Primary School consists of Victorian buildings and new buildings which have been joined on over the years to accommodate our growing school. Our school is on two levels and has had considerable alterations over the years to make sure it is accessible to all who work, learn and visit the school. Access to the school building is varied (steps, ramps and level access) and all corridors and cloakroom areas are spacious and easily accessible on the lower floor. There are two easy-access toilets, located throughout the building. Some of the classrooms are small and cannot easily accommodate additional physical resources to support a child with specific needs. As a result, we aim to meet individual pupils' needs on an individual basis. The school has flashing fire beacons for those who are visually impaired and lighting levels are also compliant. Our building has been checked by Asset Education and is fully compliant to DDA regulations.

The purpose and direction of the school's plan: vision and values

The aim of this policy is to set out the commitment of Asset Education, the Governing Body of Bungay Primary School to the principles of inclusive education and the responsibilities of the school team of staff and governors to ensure that all pupils, staff, parents and governors, whatever their age, gender, ethnicity, disability, attainment or background are all treated inclusively. Bungay Primary School provides teaching which meets National Curriculum and other statutory requirements. The school has regard to the Code of Practice when meeting pupils Special Educational Needs, including a range of disabilities and makes its policy known to parents. Provision determined in Statements of Educational Need is made for those pupils who have them.

We believe there is an explicit link between inclusion and equal opportunities. This does not mean treating all pupils in the same way; rather it involves taking account of pupils varied life experiences and needs.

Bungay Primary School has high ambitions for all its pupils; we expect pupils with disability to participate and achieve in every aspect of school life. As such, we are committed to:

- setting suitable learning challenges
- responding to pupil's diverse needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.
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Bungay Primary promotes the individuality of all our children, irrespective of differences such as ethnicity, attainment, age, disability, gender, sexual orientation, background or any other difference. We want all our children to feel welcome; we celebrate differences between them. We want to give all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

ACCESSIBILITY PLAN SCHOOL NAME: Bungay Primary DATE: September 2018- 2021

Access to Premises/Physical Environment

Bungay Primary provision overall is good (Ofsted, 2016), despite restraints with regard the physical environment.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. Our self-review and improvement planning process is the vehicle for considering such needs on an annual basis. To meet individual, specific needs, provision will be adapted when a pupil's needs are known. Building work in the past has ensured that the vast majority of the school is accessible. We continue to consult with specialist teachers, advisors and other agencies when considering the purchase of specialist equipment or investment in building works.

Target	Actions to be taken	Date to be completed	Success Criteria	Responsibility
Access to Premises/Physical Environment				
Ensure all monitoring and actions are scrutinised and challenged by the Governing body.	To evaluate and review this plan and the attainment and progress of all pupils.	Termly, with full review and update in Autumn term annually	Governors fully informed about provision and progress towards the Accessibility plan.	Headteacher, SENCo, Governing body - particularly Health and Safety Governor
Physical environment of the school remains attractive and engaging for all.	The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premise such as improved access, lighting and colour schemes.	On -going	Enabling needs to be met where possible	Senior Leaders & SBM
Visually stimulating environment for all children	Colourful, lively displays in the classroom, with greater focus on practical/ kinaesthetic learning	On - going	Monitoring at least shows all aspects are at least good, with few essential actions: learning environment walks, physical environment checks	Teachers Teaching Assistants
Awareness of access needs of pupils, staff, governors, parents and visitors with disabilities	Create access plans for individual disabled pupils as part of the Next Steps process when required. Be aware of staff, governor and	As required Admissions for new parents /	Visitors and children will be able to access the building at all times. Ramps and doors will be clear of resources and equipment. All needs are met	Senior leaders SBM

	parent's access. Consider access needs during recruitment process	carers Recruitment process		
Pupils with medical needs are fully supported	Provide training in use for epi pen, administering medicines (for first aiders)	Annual Sept 18 training	100% of employees receive the training	SBM
Roads and paths around school are as safe as possible	Communication with parents, clearly laid out path in ice. Bikeability for year 5 children	Spring 2016	Daily walking of the boundary and paths by the caretaker. No accidents will be reported.	Caretaker Senior leaders Health and safety governor
Increased feeling of equality	Reassure parents to contact school with specific needs / requests (eg access to school out of normal times)	On -going	Parent feedback will be positive and they will feel involved in the school.	Caretaker Senior leaders Health and safety governor
All pupils with mobility issues can be evacuated safely	All personal emergency evacuation plans (PEEPs) are in place and up to date	As and when required	Successful fire drills - resulting in all children, staff and visitors exiting the building safely.	Inclusion leader
Layout of school allows access for all pupils to all areas - Access to Reception Garden	Consider needs of disabled pupils / carers or visitors when considering any redesign	Summer 2019	Work carried out meets criteria set out by any experts	SBM Headteacher EYFS staff
All educational visits to be accessible to all	Thorough planning, including advance visits to ensure each new venue is vetted for appropriateness.	Termly	EVOLVE form and risk assessment all completed. All pupils able to access educational visits and take part in a range of activities.	Visit leader Headteacher
Informed decisions are made with regards to accessibility	Health and Safety audits are carried out with additional consideration of accessibility	Termly	Yearly audit Termly reviews	Headteacher Health and Safety governor

Access to Curriculum (Learning and Social)

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after-school clubs, leisure and cultural activities and educational visits. Nevertheless, improving teaching and learning lies at the heart of the school's work and so our key objective in this Accessibility Plan is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Teachers at Bunagy Primary plan and deliver good lessons. Teachers' planning is highly differentiated to take account of the individual / group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas and are clearly linked to National Curriculum expectations. Each year school subject leaders develop action plans as part of the overall School Development Plan which address areas which can be improved even more; copies of these are available on request.

It is the role of the Special Educational Needs Co-ordinator (SENCo; Miss Stacey) to line manage and deploy Teaching Assistants. She co-ordinates and facilitates training with all staff to develop whole school awareness of disability and ways in which children can best be supported within the classroom and wider school context. The SENCo also coordinates advice given by outside agencies and ensures its full implementation.

Through self-review and continuous professional development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

Identification of pupils who may need additional / different provision	Liaise with Nursery providers and previous schools to review potential intakes	Annually	Necessary procedures / equipment / ideas in place for September. Ensure the class teachers are prepared and understand the needs of the new children entering into their class.	Phase leaders in school
Use ICT software to support learning	Make sure software is installed where needed	On - going as required	Wider use of SEN resources to support learning	Inclusion headteacher
Collaboration between all key personnel	Maintain close liaison with outside agencies for pupils with on- going health needs - severe asthma, nut allergy or diabetes	Termly	Clear collaborative working approach so that medical and disability needs are met.	Headteacher Teachers Outside agencies Inclusion
Those with SEND to have access to effective support and challenge	Professional development around key interventions to be used as a minimum provision entitlement for those with SEND	Half termly	Assessment shows clear steps and progress being made. Staff can readily discuss needs during pupil progress	Headteacher Teachers Inclusion
Increased awareness and understanding amongst staff for pupils who have an Autism spectrum disorder (ASD)	Professional development around ASD	Termly	Key staff report awareness, can readily discuss aspects of ASD and in pupil progress can suggest appropriate provision.	Headteacher Teachers SENCO
Opportunities for children to see positive role models with disabilities	Visitors in school who portray a positive image of people with disabilities	Autumn Term 2018	Positive attitudes towards those with disabilities and towards principles of inclusion	PE leader Inclusion

Review PE curriculum to ensure PE is accessible to all	Teachers co - teacher with sports coach	From September 2018	All to have access to PE and be able to excel	Aaron Sanders PE leader Inclusion
Raise awareness of disability issues, including harassment	The curriculum, including whole school themes around humans and PSHE with this in mind	From Sept 18	Long term planning will show awareness - new PSHE scheme - Jigsaw	PSHE Inclusion Curriculum leader
<p>Access to Information</p> <p>We share information with pupils who face barriers to learning in a variety of ways, such as face to face discussion; simplified and modified language; symbols on work; pre-printed / pictorial explanation of work.</p> <p>We want to include actions to engage even more of our parents / carers. Currently, we share information with parents / carers in ways including letters and newsletters and the website.</p> <p>In planning to make written information better available to disabled pupils, we again need to establish the current level of need and be able to respond to changes in the range of need.</p>				
All pupils feel confident to fully disclose information with regard to their disabilities.	Ensure that all pupils, staff and parents are assured of confidentiality when disclosing information and know disclosure will be handled sensitivity - Bag of worries recap	On going	Positive feedback from pupils Lesson observations	Pastoral support worker Inclusion officer headteacher
Improve accessibility of communications in forms other than written	Stay and Play / Activity cafés to act as informal chance to raise issues / ask question to staff	Sept 18	Stay and Play and activity cafes will have an increased participation as the year goes on. Increased use of my school app to communicate to parents.	Deputy headteacher Headteacher Inclusion SBM
Ensure interactive whiteboards always display and colour to make them dyslexia friendly	Children are able to use the interactive whiteboard and see what they are learning.	Autumn 18	Pupil feedback to learning will show that they have made progress.	Headteacher Pastoral support worker Inclusion
Website to be reviewed	Comparison of school websites and benchmarking exercise of website development To ensure that there is a translate facility on the website	Autumn term 18	Decisions made to improve website will be made after benchmarking exercise	Headteacher Computing lead