

“CREATIVITY, RESPONSIBILITY, RESPECT, AND HAPPINESS”

BLUE COAT CE VA PRIMARY SCHOOL

Accessibility Plan

Committee responsible for this policy	Resources/Teaching and Learning
Policy initially approved by FGB	7 th July 2015
Policy reviewed/amended	18 th June 2019/1 st October 2019
Policy review term	Triennial with implementation monitoring occurring annually in July
Policy due for review	July 2022

This Plan has been developed by and remains the responsibility of:

- The Head Teacher / SENDCo
- The Full Governing Body

Consultation with the school community has taken place through the following:

- Governing Body Meeting

Statement of Intent / Scope of the Plan

The rationale for the existence of the school's Accessibility Plan is to promote a fair and effective education for all at Blue Coat. The school has evaluated and considered its current 'need', in terms of accessibility, and this plan is therefore written to ensure that the school is actively responding to its stakeholders over the short and medium term. As a school, we are aware that this need is susceptible to change over time, so a minimum of an annual review period is set so as to respond to this:

Broadly, the scope of the plan is set to:

- unlock every child's potential through fair and effective access to the opportunities offered by the school curriculum
- focus on addressing access for a wide range of pupils with a wide range of additional needs that are particularly prevalent within our school setting. These needs may act as barriers to learning and could be medical, behavioural, emotional, cognitive, social etc.
- address how the school will adapt to the needs of pupils with significant needs that may have implications for the school's environment, policies and procedures. (In such cases an additional individual needs assessment will be conducted so as to identify how best to incorporate the pupils into school life and give them the greatest access to curriculum, grounds, medical need etc.)
- identify short term access goals with a view to being achieved over the course of an academic year; set out medium term access goals which should be achieved over a timescale of 2-3 years; and long term access goals which would aimed to be achieved by 5 years.

Vision Statement

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) he or she has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. Implementation of the plan will be monitored by the Head Teacher and evaluated by the nominated Governors' committee.

At Blue Coat CofE Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1) The Blue Coat Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with parents, staff and governors of the school. Other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. *The intention is to provide a projected plan for a three-year period ahead of the next review date.*
- 2) The Accessibility Plan is structured to complement and support *the school's Equality Objectives*, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) Blue Coat Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and equal opportunity for all to develop a culture of inclusion, support and awareness within the school.
- 4) The Blue Coat Primary School Accessibility Plan shows how access is to be improved for pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-
 - a. increase access to the curriculum for pupils with additional needs,
 - b. expanding the curriculum as necessary to ensure that pupils with additional needs are as equally prepared for life as those pupils without; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
 - c. Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

- d. Improve the delivery of written information to pupils, staff, parents and visitors with additional needs; 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 timeframe.
- 5) The Blue Coat Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- 6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- 7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - a. *Behaviour Management Policy*
 - b. *Equal Opportunities Policy*
 - c. *Health & Safety Policy*
 - d. *Equality Plan*
 - e. *School Improvement Plan*
 - f. *Special Educational Needs Policy*
- 8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
- 9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 10) The Accessibility Plan will be published on the school website.
- 11) The Accessibility Plan will be monitored through the relevant designated committee.
- 12) Ofsted may monitor the Accessibility Plan during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Aims and Objectives

Our Aims are:

- to increase the effectiveness to which pupils with additional needs have access to and are able to participate in the curriculum
- to enhance the physical environment of the school, to increase the extent to which pupils with additional needs can access the curriculum and the school environment
- to enhance the schools communication between all relevant parties

Current Good Practice

We aim to ask about any additional needs in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of the annual update of registration details. Parents and carers are able to update details on a regular basis with the school office and in discussion with class teachers.

Physical Environment

All pupils have the opportunity to participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; There are no parts of the school, used by pupils, that have restricted access.

Access Audit

The school is a single storey building with wide corridors and several access points from outside. On-site car parking for staff and visitors include a dedicated disabled parking bay. All entrances to the school are either flat or ramped and all have wide doors. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available outside the hall. These are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the parents, Diocese and any other relevant parties.

Action Plan

Aim 1 - Increase the effectiveness to which pupils with additional needs have access to and are able to participate in the life of the school

Support the educational and emotional needs of pupils with Dyslexia	
Short Term	Improve the depth of knowledge and understanding within all staff and achieve consistency with Dyslexia friendly practice across all classes
Medium Term	Pupils with Dyslexia to attend and engage with specific focus groups. With the purpose of introducing learning/coping strategies to enhance the pupils access to the curriculum and support the pupils emotional well being within a safe environment
Long Term	Pupils with Dyslexia to develop autonomy and ownership of learning, to be able to identify and employ various strategies that support their learning. Ensure pupils are emotionally resilient regarding their individual needs with respect to dyslexia.
Support the social, health and emotional wellbeing of all pupils by all staff	
Short Term	Raise awareness across all staff of barriers to learning for pupils. Identify pupils at an early stage who have a barrier to learning or are at risk of developing one, due to issues regarding social, health or emotional wellbeing. Identify generic materials for teachers that can be deployed to identify and support pupils
Medium Term	Respond effectively with individual plans for pupils identified as having a barrier to learning, within the school environment. Research and develop strategies and support materials, educate staff members.
Long Term	Consider the pupils situation and deploy a range of strategies to respond on an individual pupil basis, both within and external to the school environment. Some strategies may involve outside agencies or could be directed at family members rather than the pupil

Aim 2 - To enhance the physical environment of the school, to increase the extent to which pupils with additional needs can access the curriculum and the school environment

Develop the play environment to support the interests of all pupils within the school community	
Short Term	Develop multi-sensory play opportunities; Large and small scale play, Loud / quiet
Medium Term	Develop small social spaces
Long Term	Develop a wide variety of play opportunities that appeal to all pupils, featuring a number of play opportunities and designated speciality and social areas
Create a dedicated safe and welcoming environment for pupils who have additional needs – a retreat for personal care, a quiet space for therapy, a calm area for resolving behavioural issues	
Short Term	Identify the pupils requiring a space such as described, put in place control measures and identify risks currently for these pupils of not having a dedicated space
Medium Term	Identify needs, suitable space and design a retreat in collaboration with stakeholders
Long Term	Development of a ‘retreat’ space within the school building that supports pupils with additional needs

Aim 3 - To enhance the schools communication between all relevant parties

Ensure effective and efficient communication, regarding the whole pupil needs (social/medical/behavioural/personal), between all relevant parties: parents, school, office, and teachers.	
Short Term	Assessment of existing communication flows, between all parties. Identification of the information required to be transferred. A thorough new staff induction process. Comprehensive class transition arrangements
Medium Term	Develop succinct information transfer processes across the whole school,
Long Term	Effective processes in place regarding information logs and transfer of such logs. Documentation that is smart, staff confident in the use of such documentation and a system in place that has ‘no gaps’
Ensure pupils with communication and interaction needs (C&I) are supported by and within the teaching practice of the school	
Short Term	Identification of need within the pupil body. Identify current practice and skills already within the teaching and support staff. Share ideas and principles already in use across the whole school
Medium Term	Identify a C&I champion with the teaching/support staff. Develop the principle of a whole school approach to the teaching practice within school for pupils with C&I
Long Term	A whole school approach to teaching pupils with C&I needs

Cross Referenced: Behaviour Policy; Equal Opportunities Policy; Health & Safety Policy; Equality Plan: Special Educational Needs Policy: