



ACCESSIBILITY PLAN

School name: Balby Central Primary School

3-year period covered by the policy: September 2016 - September 2019

Policy agreed (name): Gemma Lakin and Claire Loveday

Date: 12.7.16

Policy to be reviewed (Insert proposed review date): 5.9.17

Introduction

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a *'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

The Responsible Body

The responsible body (in maintained schools this is the governing body) must prepare—

- an accessibility plan;
 - further such plans at such times as may be prescribed.
- An accessibility plan is a plan for, over a prescribed period—
- increasing the extent to which disabled children / young people can participate in the school's curriculum;
 - improving the physical environment of the school for the purpose of increasing the extent to which disabled children / young people are able to take advantage of education and associated services provided or offered by the school; and
 - improving the delivery to disabled children / young people—
 - (i) within a reasonable time, and
 - (ii) in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents,
 of information which is provided in writing for children / young people who are not disabled.
 - An accessibility plan must be in writing.
 - During the period to which the plan relates, the responsible body must keep

- its accessibility plan under review and, if necessary, revise it.
- It is the duty of the responsible body to implement its accessibility plan.

Schools have had a duty to produce an accessibility plan since September 2002. These initial plans should have been in place by April 2003.

The Statutory Policies for Schools (Sept 2014) states that it is a requirement that maintained schools, academies, free schools, independent schools, sixth-form colleges, further education colleges and Pupil Referral Units must review their accessibility plan every three years. It also states that approval should be by the governing body however, they are free to delegate the approval right to a committee of the governing body, an individual governor or the head teacher.

Other relevant legislation, regulations & guidance;

Children & Families Act (2014)

The Special Educational Needs & Disability Regulations (2014)

The SEND Code of Practice (revised April 2015)

Supporting pupils at school with medical conditions (2014)

Working Together to Safeguard Children (2013)

Reasonable adjustments for disabled pupils (2012)

Disability Discrimination Order (2006)

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

The Children Act 1989 Guidance and Regulations Volume 2 & 3

DfES *“Accessible Schools: Planning to increase access to schools for disabled pupils”*

Health Standards (England) Regulations 2003

The School's Context

We are a maintained school for children who age from 3 years to 11 years. The school comprises of 2 buildings covering a large site, mostly of one storey construction.

In the years 2015/16, we had 7 children / young people identified as having a disability under the given definition.

The School's Aims

Balby Central Primary aims to work in partnership with its children to enable them to:

- Be motivated and confident individuals, who are excited by learning and achieve well
- Take pride in their achievements and aspire to be the best they can be, wherever their starting place is
- Respect and celebrate different opinions, attitudes and cultures
- Face challenges with confidence in their own abilities and persevere in overcoming them
- Recognise that they need to work hard in order to achieve highly
- Form positive relationships and make responsible life choices
- Compromise and show both compassion and understanding of the difficulties faced by others
- Be positive, active and considerate members of society
- Be responsible for their actions and aware of how others can be affected by what they do
- Enjoy life and the opportunities that come their way

Formulating our Accessibility Plan

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- SEN Governor
- Headteacher
- SENCO
- Business Manager

Process

Our accessibility plan has been developed as follows:

1. Access audit and review of current activities completed
2. Actions to eliminate barriers identified (with short-term, medium term and long term targets).
3. Goals and targets set which can be measured & include time frames.
4. Consultation with school staff, governors and other bodies i.e. parents/ carers,
5. The Plan's contents checked.
6. Publication of the plan (and included it in the governors' report to parents).
7. Implemented the plan and allocated adequate resources.
8. Evaluated the plan every 3 years (with the accessibility plan under on-going review and revision as necessary).

In addition to this we will;

- continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for children / young people so that we can improve the access for both individuals and groups;
- work to provide an atmosphere where all children / young people feel safe and valued;
- promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- examine those parts of our active and extra-curricular activities which may have limited access for children / young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

Accessing the School's Accessibility Plan

The school's Accessibility Plan is available on the school website

Other School Policies & Documentation

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Educational Needs Policy and the school's SEN Information Report.
- Behaviour Management
- School Development Plan
- School Brochure and Mission Statement

The School's Complaints Procedure covers the Accessibility Plan.

If someone wishes to raise a complaint regarding the Accessibility Plan they would first contact the SENCO. If the issue could not be resolved then the headteacher would become involved.

Attached is a set of audits and action plans relating to the key aspects of accessibility.

AUDITS & ACTION PLANS

Access Audit

Date: 12.07.16

Lead member of staff: Gemma Lakin

Section 1 The school can deliver the curriculum to all children / young people. Give details of items developed, current practise and things to be developed.

Statement	Fully	Partly	Not	Plan Prompt
Teachers and assistants have trained to teach and support disabled children / young people. Staff are confident about meeting the needs of children / young people with a disability.	√			Continue with training as appropriate to keep in line with new legislation and training initiatives.
All school staff and the governors have had access to training on disability equality and inclusion.		√		SENCO and SEND governor attended governor training. EP training planned September 2016 - recap changes to SEN Code of Practice and SMART targets.
We take advice to ensure our classrooms are optimally organised and resourced for disabled children / young people.	√			Advice gathered from dyslexia trainers and also regular contact with Physiotherapists and Occupational Therapists - continue to take advice.
Positive images of people with different abilities are apparent in the classrooms and the school generally.	√			Jigsaw SMSC scheme implemented. Work by a range of abilities displayed in school.

			Continue to ensure children are exposed to a range of abilities.
Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All children / young people are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled children / young people.	√		<p>All children are involved in all aspects of the curriculum.</p> <p>Continue to explore opportunities for all children to take part in a range of activities both in and out of school.</p> <p>PE is fully inclusive with adaptations made to activities to ensure all children are able to participate. PULSE who provide PE and dance sessions have an inclusive ethos.</p>
Lessons are responsive to diversity. Lessons allow children / young people to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.	√		EEF training implemented to encourage more independence from children.
When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.	√		<p>Inclusion team</p> <p>1:1 support</p> <p>Small group support and intervention</p>

Staff recognise and allow for the mental effort/additional time required by some disabled children / young people, e.g. using lip reading, processing time for children / young people on the ASD Spectrum.	√			Staff receive training to develop understanding of different learning groups and implement ideas. Continue training to keep in line with new legislation and ideas.
When renewing computer hardware and software, machines and materials are chosen to support children / young people with a disability, e.g. vocalising braille, touch screen, assistive technology.	√			School have a range of equipment e.g. NEOs. Keep up to date with new ideas, programmes and resources. Examples of programmes in place: Lucid Rapid for to identify dyslexic tendencies and support children
Provision of laptops is considered to aid recording and / or communication.	√			NEO's, laptops and tablets available to children.
School visits are subject to a regular review to ensure increased levels of access or alternative experience.	√			All children are invited to take part on school visits. Places of visit are chosen taking account of all children's needs.
The school links with other schools to share good practice.	√			Staff liaise with other schools attending network groups - e.g. SENCO. This allows staff to share good practice.
Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if there could be	√			Amendments made to curriculum units to allow all children to take part. Jigsaw celebrates a range of abilities, backgrounds and needs.

a disability dimension.				
Access Arrangements are used when appropriate to support children / young people with accessing assessments.	↓			Staff use access arrangements to support children through assessments.
The school signpost children, young people and families to further support e.g. Together Information Exchange, ASCETs, Autism Family Practitioners, SAIDSEND, IFSS	↓			Work closely with families and support them through involving other agencies when necessary and signposting families in the direction of agencies which may be of support to them.
A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.		↓		There are governors in place for SEN and pupil premium. Governors meet school staff to discuss specific areas. Staff present to governors to ensure they are aware of changes and updates.

Section 2: The school is designed to meet the needs of all children / young people.

Statement	Fully	Partly	Not	Plan Prompt
The size and layout of areas allow access for all children / young people, including wheelchair users.	↓			All doors are ramped. Double doors are available for wheelchair users if the chair is wider than single doors. Minimum space of 1.2m left between furniture to allow for easy movability around school.
In considering the school budget there is a clear plan to improve				School budget year on year allows for resources or

access and resources for those with a disability.	↓			changes needed to support those with a disability.
There is a plan which shows priorities for major and minor works, costed and included in the School Improvement Plan.	↓			This is always a consideration on the School Improvement Plan.
The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.	↓			Equipment is checked regularly to ensure it meets health and safety standards.
Emergency and evacuation systems set up to inform all pupils including children / young people with SEN, including alarms with both visual and auditory components.	↓			Children who require assistance to leave the building in an emergency have a PEEP (Personal Emergency Evacuation Plan) Alarms checked regularly

<p>Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.</p>	<p>↓</p>			<p>Children who require assistance to leave the building in an emergency have a PEEP (Personal Emergency Evacuation Plan)</p>
<p>With regards to <i>'Supporting pupils at school with medical conditions (2014)'</i>, there a policy in place for the effective and safe administration of medication.</p> <p>Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those with limited toileting training.</p>	<p>↓</p>			<p>Staff in office trained in 2016 to administer medicine using new guidance</p>
<p>Pathways of travel around the school site and parking arrangements are safe. Disabled parking spots are available.</p>	<p>↓</p>			<p>There is a disabled parking space in the carpark.</p> <p>Pathways are safe and clear.</p>
<p>There is a positive attitude to the recruitment and employment of staff with a disability and a</p>	<p>↓</p>			<p>All recruitment is subject to equal opportunities</p>

good knowledge about the levels of support they are entitled to.				
Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI children / young people and advice sought from other agencies to take appropriate measures in the classroom.	↓			Advice from specialists is taken into account when arranging furniture/classrooms. Displays aim to be dyslexia friendly. School to take appropriate steps to support HI children if someone joins school.
The décor and / or signage is not confusing or disorientating for children / young people with a visual impairment, autism or epilepsy. Colour schemes provide colour & tonal contrast for VI children / young people. Labels and signs are presented pictorially and in written word if needed for people with a disability.	↓			Displays aim to be dyslexia friendly. Classrooms have essential information and aim to not be cluttered as to not confuse children. School to take appropriate steps if VI children join school.

Section 3: The school delivers materials in other formats.

Statement	Fully	Partly	Not	Plan Prompt
Information is provided in simple language, symbols, large print, on	↓			School adapt printed information in a range of fonts and sizes to meet the needs of children.

<p>audiotape or in braille for children / young people and prospective pupils who may have difficulty with forms of printed information.</p>				<p>If VI children joined school - school to investigate means of providing braille information for children.</p>
<p>Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections and describing diagrams.</p>	<p>√</p>			<p>Staff use a range of ways to present information to children to support them in their understanding.</p>
<p>ICT facilities are used to produce written information in different formats as appropriate.</p>	<p>√</p>			<p>ICT facilities are used to support children in their understanding of written information when needed.</p>
<p>Staff are familiar with technology and practices developed to assist people with disabilities.</p> <p>External agencies have raised staff awareness i.e. VI, HI, ASCETS, occupational / physiotherapists, speech and language therapists, school nurses, Health visitors...</p>	<p>√</p>	<p>√</p>		<p>Staff use ICT where appropriate to support people with disabilities.</p> <p>Investigate new programmes and appropriate training provided for staff.</p> <p>Advice from external agencies is listened to and implemented to support children.</p> <p>Provide more training for staff in school.</p>

<p>There is an effective process to deal with both complaints and positive suggestions from the parents of children / young people with a disability.</p>	<p>↓</p>			<p>Complaints would be raised with the SENCO. If the problem cannot be dealt with by the SENCO then the headteacher would become involved.</p>
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Access Planning

Lead member of staff: Gemma Lakin Date: September 2016

Date of Review: June 2017

Name of Reviewer: Claire Loveday (SEND Governor)

The main priorities in our access plan focus on:

- Increasing the extent to which disabled children / young people can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled children / young people can take advantage of education and associated services.
- Improving the delivery to disabled children / young people of information that is provided in writing for children / young people who are not disabled.

Balby Central Primary School will monitor the implementation of the plan and keep under review the access needs of the school.

	Focus/Objective	Action	People Involved	Timeframe	Cost	Outcome/Review Evaluation
Short Term	<i>Governance training</i>	<i>Provide disability equality and inclusion training for governing body</i>	<i>Governors SENCO</i>	<i>By end of Autumn term 1.</i>		
	<i>Add more images of children with disabilities to school</i>	<i>Purchase and display a range of images portraying a positive image of children with disabilities</i>	<i>SENCO</i>	<i>By end of Autumn term 1.</i>	<i>Cost of resources</i>	
Medium Term	<i>Increase range of technology in school aimed at supporting</i>	<i>Investigate and purchase</i>	<i>SENCO</i>	<i>Spring term 2016/2017</i>	<i>Cost of resources</i>	

	<i>children with disabilities</i>	<i>appropriate resources to support children with SEND in school</i>				
Long Term	<i>Research completed to ensure school would be prepared to support children with VI and HI if they attend</i>	<i>Research into resources which may support VI and HI children</i>	SENCO	<i>End of academic year 2016/2017</i>		

Access Plan for Period 2016/17 (continued)

Additional Views from Consultation

Checking the School's Access Plan

When a new Access Plan is formulated (every 3 years), the following check will be completed prior to publication.

Lead member of staff: Gemma Lakin Date: 12.7.16

Period of Plan being checked; 2016/2017

Does the plan cover;	Yes/ No	Comments
Access to the Curriculum?	Yes	
Access to the Physical Environment?	Yes	
Auxiliary aids and services?	Yes	
Teaching and learning practices?	Yes	
Staff training?	Yes	
Culture and ethos?	Yes	
Provision of written information?	Yes	
2. Are there targets that are;		
Short term?	Yes	
Medium term?	Yes	
Long term?	Yes	
3. Are there clear strategies to ensure targets fulfilled?	Yes	
4. Are there clear outcomes linked to the targets?	Yes	
5. Is there a realistic time frame?	Yes	
6. Are there indications as the resourcing of the plan?	Yes	

