

Bessemer Grange Primary School

School Accessibility Plan 2015- 2018

This Plan is drawn up as a facet of the EQUALITY ACT 2010. The Equality Act 2010 (Specific Duties) Regulations came into force on 1st October 2010. The act replaces previous anti-discrimination laws with a single act to make the law simpler and remove inconsistencies. The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the characteristics, so the act protects everyone against unfair treatment.

This plan relates to accessibility for disabled persons at Bessemer Grange Primary School. It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', issued by DFES in July 2002.

Definition of Disability

The Equalities Act 2010 defines disability as follows:

'A person has a disability if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to perform normal day-to-day activities

Key objective

To reduce and eliminate barriers to access the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

The plan will include how the school will:

- improve the physical environment
- make improvements in the provision of information
- increase access to the curriculum

Principles

- ❖ Compliance with the Equalities Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.
- ❖ The school recognises its duty under the Equalities Act 2010:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
 - to publish an Accessibility Plan.
- ❖ In performing their duties, governors and staff will have regard to the Code of Practice
 - ❖ The school recognises and values parents' knowledge of their child's disability and its effects on his/her ability to carry out normal activities, and respects the parent's and child's right to confidentiality.
 - ❖ The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpins the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Bessemer Grange welcomes children with physical disabilities. Parents are invited to contact the school to discuss their son/daughter's disabilities and to discuss any special arrangements that may have to be made to allow the child full access to the school curriculum and its resources.

Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities. We have a small number of pupils and parents who have a hearing impairment and visual impairment.

At present we have no wheelchair dependent pupils, parents or members of staff however the school has the following features which make it particularly suited to children with physical disabilities:

- Wheelchair ramps to all main entrances,
- A lift to access the first floor
- Two disabled toilets, one on the ground floor and one on the first

- A sensory room with padding and soft play equipment

When a pupil's disability might prevent access to the curriculum we seek to modify our approach to the curriculum or to alter our physical arrangements. Practical examples of how we achieve this have been:

- Providing pupils with physical disabilities with appropriately adapted or different activities within PE
- Providing opportunities for individual additional support within an outside the classroom
- Provision of assistive technology e.g. Clicker 6
- Use of symbol systems e.g. Makaton, PECS
- Providing tables of the appropriate height to allow wheelchair access
- Reorganising classroom layout to improve pupil movement.

Increase access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), 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.

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.

Improving access to the physical environment of the school

Bessemer Grange School is continuing to grow and develop with a new building to house Year 5 and 6 ready for September 2015.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils’ disabilities and pupils’ and parents’ preferred formats and be made available within a reasonable timeframe. In planning to make written information 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. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

The Accessibility Plan will be published on the school website.

Approved.....

Date.....

TARGET	STRATEGIES/TASKS	TIME SCALE	Resources	RESPONSIBILITY	SUCCESS CRITERIA	MONITORING
Ensure teaching staff have specific training on disability issues	<ul style="list-style-type: none"> • Audit of staff's current skills training and experience • Staff access to appropriate CPD. • Focus on Hearing Loss and ASD for 2014/15 • Staff induction procedures include reference to disability. • All TA'S to receive training in anaphylaxis and use of epipen • Members of support staff to be first aid trained • SENCo and school nurse to produce and distribute care plans for pupils who need them. • LSAs and TAs are engaged in supportive visits from external agencies e.g. occupational therapist, educational psychologist, CAMHS, autism advisors. 	<p>On going Spring Term 2015 hearing impairment workshop for staff</p> <p>As required</p> <p>All support staff trained by Autumn 2015</p> <p>ongoing</p>	<p>1x staff meeting</p> <p>Hearing Impairment Service half a day to do assessments and 1x staff meeting</p> <p>Autism Support Service 1x staff meeting (£200)</p> <p>Specialist nurses- half day training</p> <p>2 days</p> <p>2 days</p>	Inclusion Manager/SENCo	<p>Raised confidence of support staff and staff who are secure in their ability to enable pupils with learning difficulties and disabilities to access more of the curriculum</p> <p>All teachers aware of children in their class with care plans.</p> <p>TAs using the support and activity materials provided by external agencies to effectively assist their pupil to break down barriers to their learning.</p>	Headteacher
Ensure ICT appropriate for pupils with disabilities.	<ul style="list-style-type: none"> • Review accessibility of ICT (including notepads and smartboards) using specialist expertise • Prioritise new software for purchase 	Started Aut 2015 and is ongoing.	<p>Staff meeting x1</p> <p>IT service provider to spend half day reviewing accessibility £300</p>	ICT Leaders, Inclusion Manger and SENCo	Wider use of SEN resources in classrooms.	Senior Leadership Team

	<ul style="list-style-type: none"> • Train TAs in Communicate in Print • Liaise with VI/HI on information with regard to visual impaired and hearing impaired pupils. 					
Create effective learning environments for all utilising feedback from pupil groups	<ul style="list-style-type: none"> • Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement. • Circulate “Reasonable Adjustments” Classroom Checklist to all staff. • Ensure all classrooms and resources are organised in accordance with pupil need. • Seek issues and feedback from Parent and Pupil Surveys. 	Ongoing Autumn 2015	Time for teachers to put in place reasonable adjustments.	Inclusion Manger/SENCo	Personalised support is well tailored to enable each pupil to engage with every aspect of the curriculum. Evidence from planning that opportunities for extending pupils in all areas of the curriculum are in line with revised objectives	Learning environment audits by Senior Leadership Team Lesson observations and planning.
Ensure the new curriculum is fully accessible to pupils with any type of difficulty or disability.	<ul style="list-style-type: none"> • Consider alternative communication systems e.g.PECS • Consider the way in which information is presented to pupils • Consider ways in which pupils can communicate their ideas. 	Ongoing	Speech and Language Therapist -half day for training in PECS	Subject leaders Inclusion Manager/SENCo		Leadership Team
Review PE curriculum to ensure PE accessible to all	<ul style="list-style-type: none"> • Gather information on accessible PE and disability sports 	As required		PE leader		

	<ul style="list-style-type: none"> Seek disabled sports people to come into school. 					
<p>Access to wider curriculum.</p> <p>All school trips and visits to be accessible for pupils with learning or physical disabilities.</p>	<ul style="list-style-type: none"> Audit participation in extra- curricular activities and identify any barriers Ensure each new venue is vetted for appropriateness. Thorough planning. Risk assessments Investigate TA flexibility to cover extra -curricular activities if needed. School visits policy reviewed. 	<p>Ongoing</p> <p>Spring 2016</p>		Assistant Head RB.	All pupils able to access all educational visits and take part in a range of activities	Inclusion Manager/SENCo
<p>Ensure that after school clubs and care provision facilities are accessible for all pupils</p>	<ul style="list-style-type: none"> Ensure access is available for all pupils including those with physical and sensory disabilities. Provide adult support if necessary Make physical adaptations as required 	<p>Autumn 2015</p> <p>As required</p>	Budget for clubs provision. New equipment as needed.	Leaders of after-school clubs		Headteacher Feedback from parents and pupils
<p>Premises</p> <p>To take account of the needs of pupils and visitors with physical difficulties and sensory impairment when planning and undertaking future improvements and</p>	<ul style="list-style-type: none"> Ensuring that there is free movement and access about the building for wheel chair users Personal care is managed effectively with the present disabled facilities Ensuring that things such as lighting, acoustic 	<p>Autumn 2015</p> <p>Ongoing</p>		Site manager, Inclusion Manager	Children with identified needs are successfully integrated as a result of environmental adaptations where needed and as a result of targeted support and advice.	Head and Deputy Head.

<p>refurbishments of the site and premises</p>	<p>treatment and colour schemes are taken account of in the new building and when refurbishing old building.</p> <ul style="list-style-type: none"> • Identify accessible play equipment (School Council involved in designing new area) • Create personal evacuation plans • Improve signage of evacuation procedure, internet safety, fire drill etc... • Review new signage of room functions • Ensure care plans are in place to support all pupils with mobility issues 	<p>Ongoing</p> <p>Autumn 2015</p> <p>As required</p> <p>As required</p> <p>Autumn 2015</p> <p>On going</p>				
<p>Attitudes</p> <p>To promote positive attitudes to disability</p>	<ul style="list-style-type: none"> • Review PSHE Curriculum. • Involve local disability groups in assemblies and visits to school • Regular items for newsletter for highlighting achievements of pupils with disabilities. 	<p>Summer 2015</p> <p>Ongoing</p>		<p>PSHE leader And Headteacher</p>		<p>Headteacher</p>
<p>To make documents/information available in alternative formats</p>	<ul style="list-style-type: none"> • Identify children, parents and members of the local community who may need to access information in different formats e.g. 	<p>Ongoing and as required</p>		<p>Admin Manager</p>	<p>School provides for children, parents and local community who may need to access information in different</p>	<p>Inclusion Manager/SENCo</p>

	<p>interpreters, signers.</p> <ul style="list-style-type: none">• Large print and audio formats as required formats as appropriate• Review accessibility of newsletter and letters for parents.• Monitor uptake of documents in alternative formats.• Use of Communicate in Print Software				formats.	
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