

Abram Bryn Gates Primary



Accessibility Plan 2019/2020

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. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Abram Bryn Gates 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 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.

2) Abram Bryn Gates 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 to developing a culture of inclusion, support and awareness within the school.

3) The Abram Bryn Gates Primary School Accessibility Plan shows how access is to be improved for disabled 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:-

- Increase access to the curriculum for pupils with a disability, expanding 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 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;

- 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;
- Improve 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 timeframe.

4) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Discipline and Behaviour Policy
- School Emergency Management and Business Continuity Plan
- Health & Safety Policy
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy (SEND)

5) 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.

6) 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.

7) The Accessibility Plan will be published on the school website.

8) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee

9) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

10) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Contd.

Aims and Objectives

Our Aims are:

- **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,**

Our objectives are detailed in the Action Plan below

Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability.

Physical Environment

Disabled pupils 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.

Access Audit

The school is a single storey building with wide corridors and several access points from outside. Foundation and KS1 have wide door access to all rooms. The hall is on the ground floor and is accessible to all.

On-site car parking for staff and visitor includes a dedicated disabled parking bay. All entrances to the school are either flat or ramped and all have wide doors fitted. 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. All 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 Local Authority and Diocese.

Action Plan

Aim 1 Accessing the curriculum.

Our key objective 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.

	Targets	Strategies	Timescale	Responsibilities	Notes
SHORT TERM	To liaise with Nursery providers to review potential intake for Sept 20	To identify pupils who may need additional to or different from provision for Sept 20 Intake	Sept 2020	HT EYFS teacher	Procedures/equipment/ ideas set in place by Sept 2020.
	Training of relevant staff re supporting children with specific disabilities	All pupils provided with appropriate support and challenge to progress in spite of any disability	Monitoring Sept 2019 Review April 2020	SENCO	To build in training dates for identified staff
	Tasks/Targets	Strategies	Timescale	Responsibilities	Notes
MEDIUM TERM	Implement specialist training programme for teacher of pupils with Dyslexia, Scotopic Sensitivity, ADHD, Aspergers, Autism	All pupils identified with specific difficulty and supported by high quality initial teaching	July 2019	Class teachers SENCO	Note use of overlays. specialist spectacles, specific learning strategies. Pupil surveys to be used to facilitate monitoring of impact

	Targets	Strategies	Timescale	Responsibilities	Notes
LONGTERM	Development of curriculum model to facilitate increased access by all pupils in order to not disadvantage any pupil with disability.	A fully appropriate curriculum accessible to all – with high quality progress and outcomes. Improved attendance	December 2019 to be reviewed.	SMT, Core curriculum co-ordinators. SENCO. Governors	Need to identify multi skilled staff

Aim 2 : Physical Environment.

	Targets	Strategies	Timescale	Responsibilities	Notes
SHORT TERM	Audit site to ensure wheelchair access, vision strips on stairs,. Door signs made clear for all	Full audit completed and logged. Adjustments made to provide vision strips,. All doors clearly signed.	October 2020.	SENCO Site Manager Head Teacher	Check against Health and Safety policy

	Targets	Strategies	Timescale	Responsibilities	Notes
MEDIUM TERM	Full school signage system (INC Braille) All display and signs set at appropriate heights. All signs conform to Health and Safety regulations	All signage in place. Full display meeting guidance re height, colour, size of font.	To be fully in place and compliant by February 2020.	Head Teacher SENCO Site Manager	Notes – visit other schools to gather information
	Targets	Strategies	Timescale	Responsibilities	Notes
LONG TERM	Continue to develop playgrounds and facilities.	Look for funding opportunities.	September 2019 to be reviewed.	Whole school approach Site Manager	Inclusive child-friendly play areas which are safe and well maintained.

Aim 3: Access to Information.

	Targets	Strategies	Timescale	Responsibilities	Notes
SHORT TERM	To ensure website is fully compliant with 2010 Equality Act. Text explanation of photos. Appropriate use of colour video, audio. Translation button. Full search facilities	Website seen as an example to others. Fully accessible and compliant.	December 2019.	SENCO ICT Co-Ordinator	Seek advice from appropriate agencies. Research other sites
	Targets	Strategies	Timescale	Responsibilities	Notes
MEDIUM TERM	To undertake a full review of all methods of communication to parents, pupils and other agencies. To include letters, social networking and website, to ensure pupils with disability are not disadvantaged.	Improvements in the quality, consistency and accessibility of all forms of communication with pupils, parents and other agencies. Feedback from those in receipt of communication	May 2020	Class teachers SBM Admin staff Outside agencies SMT SBM Admin staff	Look at ensuring corporate approach – eliminating any access issues.
	Targets	Strategies	Timescale	Responsibilities	Notes
LONG	Targets	Strategies	Timescale	Responsibilities	Notes

	To identify barriers to use of ICT communication. To implement training for pupils, staff and parents on effective use of ICT with focus on issues for those with disability	Improved access to all aspects of school information – timely, appropriate formats. Flexible to ensure full access for disabled	Gather view from September 2019. Aim to be in place for September 2020.	SLT SENCO ICT Co-Ordinator Class Teachers	Seek out best practice. Look to likely future methods of effective communication.
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