

Barlby Bridge Community Primary School
Accessibility Policy and Plan

Document Status			
Date of Next Review	March 2019	Responsibility	<i>Full Governors</i>
Success Criteria for review completion: DfE Criteria used		Responsibility	<i>Headteacher- Claire Hughes</i>
Date of Policy Review: April 2017	Adapted school written model	Responsibility	<i>Chair of Governors – Stephen Walker</i>
Date of Policy Adoption by Governing Body May 2017	Signed: Claire Hughes		
Method of Communication: School website and newsletter updates			

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.

1. We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Barlby Bridge Community Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
 - 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.

5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore, some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new plan for the following period.
6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
7. The School Brochure will make reference to this Accessibility Plan.
8. The School's complaints procedure covers the Accessibility Plan.
9. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).
10. The Plan will be monitored through the Teaching and Learning and the Premises, Health and Safety Committees of the Governors.
11. The Plan will be monitored by Ofsted as part of their inspection cycle.
12. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. April 2017

Barlby Bridge CP Accessibility Plan 2016-19

Improving the curriculum access at Barlby Bridge CP

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Lead</u>	<u>Time-frame</u>	<u>Achievement</u>
Training for teachers on differentiating the curriculum.	Differentiation to form whole school appraisal target.	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum,	SLT	July 2017	Increase in access to the curriculum.
Audit of pupil needs and staff training to meet those needs.	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life preparation learning. The use of other professional partners has been made available.	SENDCo/ Inclusion team	June 2017	Increase in access to all school activities for all disabled pupils.
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	SLT/ Inclusion team	May 2017	Increase in access to all school activities for all disabled pupils.
Classrooms are organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	Teachers/ SENDCo	May 2017	Increase in access to the school curriculum.

Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school.	Whole school community aware of issues relating to access.	SENDCo	July 2017	Community will benefit from being an inclusive school and social environment.
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Barlby Bridge CP Accessibility Plan 2016-19

Improving the delivery of written information at Barlby Bridge CP School

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Lead</u>	<u>Time-frame</u>	<u>Achievement</u>
Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when requested for individual purposes.	Office/SLT	July 2017	Delivery of information to disabled pupils improved.
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested.	All school information available for all who request it.	SENDCo/Office	July 2017	Delivery of school information to parents and the local community improved.
Review documentation with a view of ensuring accessibility for pupils with visual impairment.	Get advice on alternative formats and use of IT software to produce customized materials.	All school information available for all who request it.	SLT/office	July 2017	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised.	SENDCo	September 2017	School is more effective in meeting the needs of pupils.

Barlby Bridge CP Accessibility Plan 2016-19

Improving the physical access at Barlby Bridge CP

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Lead</u>	<u>Time-frame</u>	<u>Achievement</u>
To ensure that all friends and family have access to school productions.	To offer the chance to reserve a 'chair' for any assemblies or performances, rather than a space on a bench.	All will feel welcome and able to attend school events.	Office/HT	May 2017	School performances and celebrations are accessible to and inclusive of all.
To ensure that all children are able to access all aspects of the school building.	Organise for a review of the full school site- K Walk to check accessibility of school building for all learners including those with disabilities.	Necessary adaptations have been made to the school environments which ensure all children are able to physically access the school site.	HT/SENCO	July 2017	All children can access the school site due to adaptations made.
To ensure the disabled toilets are easily accessible and free from clutter.	Ensure disabled toilets are not being used as storage spaces.	The disabled toilet space can be accessed easily by adults and children with physical needs.	Office	July 2017	Disabled toilets can be easily accessed by adults and children.

