

Bredgar CEP School



## **Accessibility Plan 2018 - 2021**

### **Purpose of Plan**

This plan shows how Bredgar CEP School intends, over time, to increase the accessibility of our school for pupils, staff, parents/carers and visitors with disabilities whilst maintaining a high standard of safeguarding.

### **Definition of a disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

### **Linked Legislation**

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### **Areas of planning responsibilities**

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- 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. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

### **Contextual Information**

Bredgar CEP School has been in its current location since 1868. The original Victorian single storey building houses two of the classrooms and the school house is used for administration purposes containing the school office, the PiEAT Executive Office, Head Teacher's office and a storage room. There have been several additions over the years to enable the provision of 4 classrooms in total with a library and toilet facilities (KS2 girl and boy toilets, 4 unisex toilets, a Care Suite including a toilet and a toilet with disabled access and facilities) on the ground floor. On the second storey of the main

building there is an additional learning room, a toilet for adults and a staff room. The mobile classroom on the playground serves the before and after school club and the Year 2 class.

The main entrance to the school has level access as does the entrance near to the Badger and Beaver Class. Access to the rest of the school from outside is via steps. There is access to the ground floor classrooms as it has level access. There is a level path from the road. Access to the playing field from the school building is via steps.

At present we have no wheelchair dependent pupils, parents or members of staff.

### **Current range of known disabilities**

The school has children with a range of disabilities to include moderate and specific learning disabilities as well as physically disabilities.

Two members of staff have medical conditions that require on-going management.

### **Increasing 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 are permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. Discussions with the child's parent prior to any of the types of activities named above are held in order that the child is supported to enable success and enjoyment. The only exception would occur if a child had breached the

School's Behaviour Policy and the application of the procedures within the policy had been applied, resulting in the child being withdrawn from such activities as a short term sanction.

<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Costing (approximate)</b>	<b>Goals Achieved</b>
Further enhance confidence of all staff in differentiating the curriculum	Audit current staff and identify areas for further development. Consult Mainstream Minimum core standards. Identify appropriate training. Seek advice and support through the Local Inclusion Forum Team process and local specialist school, Meadowfield	Raised staff confidence in strategies for differentiation and increased pupil participation	On going and as required	Senco	£500	
Ensure support staff have specific training on disability issues	Audit staff training needs and identify suitable training courses including online learning modules.	Raised staff confidence and good quality provision for all	On going and as required	Senco	£250	
Use ICT to support learning	Identify appropriate software and equipment	Learning opportunities are enhanced and pupils motivated by access to appropriate	On going and as required	Senco/ICT support	£1000	

		resources				
To enhance the relationship between parents and school to ensure that parents are fully aware of the type of additional support their children are receiving and to be supportive of it	Review current information sharing practices and improve systems	Children's learning is supported at school and at home	As required	EHT/HoS/Senco/CT	£400	

### Improving access to the physical environment of the school

Bredgar CEP School continues to develop the physical environment in order to increase accessibility.

Targets	Strategies	Outcome	Timeframe	Responsibility	Costing	Goals Achieved
To improve access between school building and playing field	Consider rating (H/M/L) of need based on current and known future composition of school community.	All children are able to access playing field as independently as possible	ongoing as needs of children become apparent	CEO/TBM/Premises Gov	unknown (estimate £30,000)	

	Discussions with DDA Gain quotes					
Ensure accessibility of access to IT equipment	Consider requirements of pupils with disabilities to access alternative equipment. Liaise with outside agencies for advice	Hardware and software available to meet the needs of children as appropriate	on going	Senco/CT	£500	

### 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 event. 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.

Targets	Strategies	Outcome	Timeframe	Responsibility	Costing	Goals Achieved
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in 'simple'	All parents receive information in a form they can access and	ongoing	All staff	£25	

	<p>English</p> <p>School office will support and help parents to access information and complete school forms</p> <p>Ensure website and all document accessible via the school website can be accessed by the visually impaired</p>	<p>have an understanding of current school information</p>				
<p>Improve the delivery of information in writing in an appropriate format</p>	<p>Make it known to parents/carers that alternative formats can be provided through the office. Provide suitably enlarged, clear print for pupils with a visual impairment</p>	<p>Good lines of communication for all.</p>	<p>ongoing and as required</p>	<p>School Office</p>	<p>n/a</p>	
<p>Provide school information in different languages (linked to school community)</p>	<p>Make it known to parents/carers that information can be provided in different languages</p>	<p>Good lines of communication for all.</p>	<p>ongoing and as required</p>	<p>School Office</p>	<p>free 'Google Translate'?</p>	
<p>Ensure all staff are aware of guidance on</p>	<p>Guidance to staff on dyslexia and</p>	<p>Access to written information is</p>	<p>ongoing and as required</p>	<p>CT/Senco</p>	<p>£50</p>	

accessible formats	accessible information. Provide appropriate resourcing	maximised through adaptation to format				
Written information is made as accessible as possible through pictorial representation	Refresher training for Communicate in Print2 for staff. Identify Communicate in Print2 champion for staff to seek advice.	Where possible and appropriate, pictorial representation of the written word is included.	Refresher training and champion identified. Ongoing and as required	Senco/CTs/TAs	n/a Communicate in Print already purchased	
Communication is strengthened through the use of Makaton signing.	Expectation that all staff will use Makaton daily. Refresher training for Makaton for staff.	Makaton signing embedded in daily practice. Communication is strengthened particularly for those with Sp&L difficulties	Ongoing	All staff – led by HT and Senco	Top up training (£200)	