

Bredgar CEP School



## **Accessibility Plan 2014- 2017**

### **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 affect on his/her ability to carry out normal day-to-day activities.

### **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, Head Teacher's office and 2 storage rooms. There have been several additions over the years to enable the provision of 4 classrooms in total with a library and toilet facilities (2 lots of girl and boy toilets, a toilet for adults 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 mainly the before and after school club.

The main entrance to the school has level access as does the entrance near to the 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.

A member of staff has a hearing impairment.

## 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.

Targets	Strategies	Outcome	Timeframe	Responsibility	Costing (approximate)	Goals Achieved
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,	Raised staff confidence in strategies for differentiation and increased pupil participation	On going and as required	Senco	£250	

	Meadowfield					
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 resources	On going and as required	Senco/ICT support	£500	
All educational visits to be accessible to all or alternative sort	Consideration made to make all trips accessible for all.	All children are able to access appropriate educational visits and take part in a range of activities	As required	EHT/HoS/CT	n/a	
Extra Curricular clubs are accessible for all	Discuss with parents, child and club leader how reasonable adjustments can be made so that participation is possible.	All children are able to access the clubs of their choice	As required	EHT/HoS/club leader	n/a	
To enhance the relationship between parents and school to ensure that parents are fully aware of the type of additional	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	

support their children are receiving and to be supportive of it						
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### 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 provide adequate facilities for children who are undergoing toilet training	Liaise with Diocese and DDA Apply for planning permission Build?	A care suite with suitable equipment for toilet training and washing facilities on site	by end of financial year 2014-15	EHT/HoS/Premises Gov	Costs to be met by LA and Diocese	
To improve access between school building and playing field	Discussions with DDA Gain quotes	All children are able to access playing field as independently as possible	ongoing as needs of children become apparent	EHT/HoS/Premises Gov	unknown (estimate £30,000)	
To maintain signage for people with visual impairments	Regularly maintain yellow strips along edges of steps	All people with visual impairments feel safe and are able to access the site as independently as possible	on going	Handy man	£25	
Ensure all pupils with disabilities can be safely evacuated in an	Consider pupils with disabilities individual needs and if	All pupils and staff with disabilities are safely and quickly	Review annual or at point of admission to	HoS/Senco/H&S Gov	£20	

emergency	appropriate, create a Personal Emergency Evacuation Plan (PEEP). Ensure that all staff are aware of their individual responsibilities	evacuated in an emergency situation.	school			
Ensure that all fire escape routes are clearly marked using consistent labelling	Purchase new fire route labels with visual as well as written instruction	All fire escape routes are clearly marked throughout the building	by Jan 15	Handy man	£100	
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	
Ensure hearing equipment in classrooms to support hearing impaired	Consider requirements of pupils with hearing difficulties. Set up soundfield where necessary	Additional provision for children with hearing difficulties has been made	as required	Senco/CT	n/a soundfield already purchased	
Provision of parking bay for blue badge holders to be included in Village Hall car park	Liaise with Village Hall committee regarding painting of lines	Parking bay for blue badge holders	by Jan 15	Village Hall committee	£100 donation toward cost	

## 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' English  School office will support and help parents to access information and complete school forms  Ensure website and all document accessible via the school website	All parents receive information in a form they can access and have an understanding of current school information	ongoing	All staff	£25	

	can be accessed by the visually impaired					
Improve the delivery of information in writing in an appropriate format	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	Good lines of communication for all.	ongoing and as required	School Office	n/a	
Provide school information in different languages	Make it known to parents/carers that information can be provided in different languages	Good lines of communication for all.	ongoing and as required	School Office	free 'Google Translate'?	
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information. Provide appropriate resourcing	Access to written information is maximised through adaptation to format	ongoing and as required	CT/Senco	£50	
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 by Dec 14. Ongoing and as required	Senco/CTs/TAs	n/a Communicate in Print already purchased	



