

Accessibility Policy and Plan 2016 - 2019



Safeguarding Statement

Everyone at Belford Primary School shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in school and;
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in school.

Belford Primary School Accessibility Plan

PURPOSE OF PLAN

The purpose of this plan is to show how Belford Primary School intends over time to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

DEFINITION OF DISABILITY

A person has a disability 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 carry out normal day to day activities.

LEGAL BACKGROUND

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Belford Primary School has three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability.
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled pupils.

As a Governing Body, we are opposed to any discrimination towards a disabled person because of their disabilities. This includes people with physical and sensory disabilities, learning difficulties and people who experience mental/emotional stress.

We adopt the social model of disability, thereby acknowledging that the majority of disabled people are disabled more by society's attitudes and the way that society is organised, than by their impairment. We believe that, wherever possible, disabled pupils should have the same opportunities as their non-disabled peers in their access to education. We aim to be an inclusive school, which provides for all pupils, through increasing access and removing barriers to learning.

In any future proposed alteration to the school, the Governors will consider the possible requirements and implications for disabled users. Any change in the school curriculum that would increase the extent to which a disabled pupil could participate would be explored, should we admit a disabled child or employ an adult with a disability within school. Any reasonable adjustment would be made, as a matter of urgency.

Contextual Information

Belford Primary School was built in 1940 and was an all-through school before becoming a first school. It was built for 140 pupils from age 4 to 16 years. The school is built on a slope and has steps leading to different levels. There is a toilet modified for disabled access but can only be accessed from the reception area. The external site is extensive and access to play areas is reasonable.

Current Disabilities (2015)

The school has children with a wide range of disabilities, to include:

- moderate and specific learning difficulties,
- communication difficulties,
- children who have Epipens for allergic reactions,
- physical developmental disorders,
- behaviour, emotional and social difficulties.

Appropriate training has been provided for staff and all First Aid certificates are kept up to date.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in 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 the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (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)

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 have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

TARGET	STRATEGIES	TIMESCALE/ RESPONSIBILITY	SUCCESS CRITERIA
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods	On-going and as required SEND CO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate	As required SENCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	SENCO As required	Raised confidence of support staff
Use ICT software to support learning	Make sure software installed where needed	ICT CO-ORDINATOR	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible	HT / EVC	All pupils in school able to access all educational

	Ensure each new venue is vetted for appropriateness		visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	P.E. CO-ORDINATOR	All to have access to PE and be able to excel

Improving access to the physical environment of the school

Our site is extensive both inside and out. The physical environment has been improved over the years, however it remains a priority to continue to improve the extent to which disabled users may take advantage of the facilities we have, both indoors and outdoors.

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.

TARGET	STRATEGIES	TIMESCALE / RESPONSIBILITY	SUCCESS CRITERIA
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils when required. Be aware of staff, governors and parents access needs and meet as appropriate. Through questions and discussions find out the access needs of parents/carers.	SENCO As required Headteacher As required Headteacher Annually	Access plans in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents/children have full access to all school activities
Consider access needs during recruitment process. Ensure staff are aware of Environment Access Standard.		Headteacher Ongoing	Access issues do not influence recruitment and retention issues
Improve signage and external access for visually impaired people	Yellow strip mark step edges	Headteacher	Visually impaired people feel safe in school grounds
Improve vehicle access for disabled drivers / pupils' families	Ground works in consultation with LA	HT / SBM	

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 their preferred format. All information will 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 to support individual need.

TARGET	STRATEGIES	TIMESCALE/ RESPONSIBILITY	SUCCESS CRITERIA
Review information to parents/carers to ensure the school site 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 Documentation accessible via the school website can be accessed by the visually impaired.	SBM ICT / web manager	All parents receive information in a form that they can access. All parents understand what are the headlines of the school information
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	SBM / Site Manager	Parents are confident to come into school for support
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required SENCO	Pupils and/or parents feel supported and included